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ABSTRACT

This companion to "Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs" provides information on each of the 80 programs in the review. The information is intended to give schools and individuals a better overall understanding of each program. The description includes the program's design and aims, its notable strengths and SEL coverage, evaluation results, professional development opportunities, and contact information. Most of the program aspects presented are narrative explanations of ratings that programs received in the Program Ratings Table. These descriptions were written by CASEL, not the program developers, and in most cases were based on information in the program materials. Training and cost information was collected via mail and phone surveys of program developers. (GCP)

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Program Descriptions

A companion to

Safe and Sound

An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs

The Collaborative for Academic, Social, and Emotional Learning (CASEL)

In Cooperation with the Mid-Atlantic Regional Educational Laboratory
The Laboratory for Student Success (LSS)

March 2003

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In this section of the *Safe and Sound* CD-ROM, we provide information on each of the 80 programs in the review. The information is intended to give schools and individuals a better overall understanding of each program. The description includes the program's design and aims, its notable strengths and SEL coverage, evaluation results, professional development opportunities, and contact information. Most of the program aspects presented are narrative explanations of ratings that programs received in the Program Ratings Table. These descriptions were written by CASEL, not the program developers, and in most cases were based on information in the program materials. Training and cost information was collected via mail and phone surveys of program developers.

The format for each Program Description is as follows:

Program Name: Publication date of materials reviewed
Grades covered

Name of contact person
Address
City, State, ZIP
Phone:
Fax:
E-mail:
Web site:

Designations program has received in federal reviews: Centers for Disease Control and Prevention (CDC), National Institute on Drug Abuse (NIDA), Office of Juvenile Justice and Delinquency Prevention (OJJDP), Substance Abuse and Mental Health Services Administration (SAMHSA), U.S. Department of Education (USED), U.S. Surgeon General (USSG).

PROGRAM PURPOSE

The focus and purpose of the program are briefly stated. Often these aims are from the program web site or in the materials sent to CASEL by the program. This section also states the number of lessons per year and the behavioral content areas broadly covered by the program in at least one program year.

SEL INSTRUCTION

The section is based entirely on findings from the review. SEL competencies that were particularly emphasized and well covered are listed here, sometimes with specific examples. In addition, a program's use of especially creative instructional strategies is noted here.

DISTINCTIVE FEATURES

Most frequently, this section is used to indicate if a program is especially suitable or readily adaptable for use with a special population of students (e.g., those in urban settings or those with learning disabilities), if it uses an unusual mode of program delivery (e.g., lessons are taught by community members instead of classroom teachers), or if program materials reflect an unusual sensitivity to diversity issues. In addition, if a program promotes academic achievement using one of the three strategies examined in this review, its approach is described in this section.

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EVALUATION RESULTS

The number of studies meeting CASEL's evaluation criteria is indicated in this section, along with the number of these studies that have been published, the length of the longest study, whether or not a post-intervention follow-up was conducted, and a description of the sample evaluated (grade levels, ethnicity, etc.). The major behavioral findings from the studies (social and emotional development, health and risk behaviors, and academic outcomes) are also listed. Finally, this section notes whether a program's evaluations were conducted on an earlier and substantially different version of the program than the one reviewed for this guide.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

This section provides brief descriptions of particularly noteworthy approaches used by a program to extend and reinforce instruction through involvement of parents and/or community members; support student participation in the community; and extend program delivery beyond the classroom by involving non-classroom school personnel and other systemic school-wide efforts. This section only appears in a program description if the program received at least a ◑, and usually a ● rating on the school-wide, school-family, and/or school-community coordination rating criteria.

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

This section includes the following information: whether pre-implementation training is required, strongly recommended, optional, or not available; the length, location (at schools or at national or regional centers), and cost of such training (per person, per group, or per trainer); and whether advanced training is offered. The types and, where available, cost of on-site follow-up support services offered by a program (e.g., including classroom observation and consultation on planning, implementing, evaluating, or coordinating the program with other programs) are also listed. Finally, this section notes whether a program includes classroom observation tools and/or performance-based measures for assessing and giving feedback to students on their progress.

PROGRAM MATERIALS AND COST

The standard program materials are listed in this section, including teacher manuals, student workbooks, implementation guides, parent materials, community guides, scope and sequence charts, and audio-visuals. If materials are available in a language other than English, this is also noted.

EVALUATION SOURCES

This section lists the evaluations that met CASEL's inclusion criteria. These evaluations were used to determine the Evidence of Effectiveness rating and to write the evaluation summary.

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Click on program title to see ratings.

Aban Aya Youth Project: 1996-97
Grades 5-8

Brian Flay
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E-mail: *bflay@uic.edu*
Web site: *www.uic.edu/UI-Service/programs/UIC126.html*

PROGRAM PURPOSE

The Aban Aya program, with 16-21 lessons per year, is designed to reduce the rates of violence, unsafe sex, and drug use among African American youth. The curriculum also incorporates components that enhance the growth of a sense of self and cultural pride, and strengthen family and community ties. There is broad coverage of violence prevention (including provoking behaviors and school delinquency), healthy sexual development, and citizenship.

SEL INSTRUCTION

The curriculum teaches cognitive-behavioral skills to: build self-esteem and empathy; manage stress and anxiety; develop interpersonal relationships; resist peer pressure; and promote sound decision making, problem solving, and goal setting. Students learn these skills through role-plays, homework assignments, case situations, and cooperative learning groups. Culturally based teaching methods (e.g., storytelling, proverbs) and African American history also are used.

DISTINCTIVE FEATURES

Design: Saturday workshop curriculum for grades 9-10.

EVALUATION RESULTS

One unpublished study evaluated Aban Aya over a period of four school years. Participants were African American students in grades 5-8. Compared to control students, males participating in the program reported at post-test less substance abuse, violence (i.e., carrying guns, threatening and provoking behaviors), school delinquency, and sexual intercourse, and higher condom use. Effect sizes were generally larger for the group that received the curriculum plus school-wide and parent components.

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Required one-day on-site workshop ($1,000 per classroom)
- On-site follow-up support services ($125 per hour plus expenses), including consultation on program planning, implementation, evaluation, and coordination with other curricula; classroom observation; and advanced training

PROGRAM MATERIALS AND COST

- Teacher manual, student workbook, parent materials, student assessment tools
- Set of lessons for every grade, Saturday workshop materials for grades 9-10
- Cost per 25 students: $500 (plus $150 annual replacement costs)

EVALUATION SOURCE

Flay, B. R., Graumlich, S., Segawa, E., Burns, Holliday, M. Y. & Aban Aya Investigators (2002). *The Aban Aya Youth Project: Randomized trial of two comprehensive prevention programs on high risk behaviors among inner-city African American youth.* University of Illinois at Chicago, Health Research and Policy Centers.

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Al's Pals: Kids Making Healthy Choices: 1998, 1999
Grades PreK-3

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E-mail: *sgeller@wingspanworks*
Web site: *www.wingspanworks.com*

Designated a "Promising" program by the U.S. Department of Education (USED) and an "Effective" program by the Substance Abuse and Mental Health Services Administration (SAMHSA).

PROGRAM PURPOSE

Al's Pals is an early childhood prevention curriculum with 46 lessons and 9 booster lessons designed to promote health and social competence. Instruction includes substance abuse prevention and conflict resolution in a developmentally appropriate manner. The program emphasizes skills that enable students to relate to others, play together, handle feelings, use self-control, feel optimistic about their future, manage their own behavior, resolve conflicts peacefully, and make healthy choices. The program provides broad coverage of violence prevention, with the emphasis on conflict resolution, and substance abuse prevention.

SEL INSTRUCTION

Children learn to express their feelings appropriately and calm themselves down when angry or frustrated by practicing deep breathing, stopping and thinking, and using "Al's Place," an area in the classroom that children access on their own to gain self-control. They also have opportunities to care about others, make and keep friends, and accept human differences. There is extensive instruction in, and practice of, cooperating, sharing, trading, and taking turns. Instruction in responsible decision making and resisting peer pressure in drug-related situations includes developing, and acting according to, one's values and differentiating between safe/healthy and unsafe/harmful substances and situations. Creative, age-appropriate instructional strategies include original music and puppets, role plays, and games.

DISTINCTIVE FEATURES

Students with special needs: The teacher manual includes helpful hints on promoting children's positive mental health as well as how to handle a child's disclosure of sensitive information.

EVALUATION RESULTS

Four studies (one published), involving Caucasian and African American students, have evaluated Al's Pals. The longest of these examined program effects over one school year. At post-test compared to controls, preschool to second-grade students who participated in the program showed improved resiliency-related skills such as social skills and problem-solving abilities, and decreased negative coping behaviors. In two of the studies, teachers also reported increases in children's positive coping behaviors and social interaction skills, decreased social withdrawal, and reductions in anti-social aggressive behaviors.

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Al's Pals: Kids Making Healthy Choices: 1998, 1999
Grades PreK-3

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SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Program includes home activities that parents can use to help their children practice and retain skills
- Parent letters and message pads (available in Spanish) promote school-family communication
- Companion 13-module parent program designed to promote protective factors at home, foster positive parent-child relationships, and assist parents in helping their children develop resiliency

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Required two-day on-site workshop for a group of 30 participants ($250 per person)
- On-site follow-up support services, including consultation on program planning, implementation, and coordination with other curricula
- Booster and advanced training to refine skills of experienced Al's Pals teachers is available ($800 for three-hour workshop for groups of 30; $15 for each additional person)
- Classroom observation used by program administrators to assess classroom implementation fidelity and provide feedback to teachers

Student assessment:

- Child behavior rating scale, which teacher can use to assess each child's social skills
- Two behavior rating scales to measure pre/post changes also available on a contract basis with the developer

PROGRAM MATERIALS AND COST

- Teacher manual, puppets, puppet house, color photographs, posters, parent materials, audiocassettes or CD, songbook, and children's books
- Scope and sequence chart with lesson titles, purpose statements, and resiliency features (social competence, problem-solving, and autonomy) addressed
- Cost per 25 students: $595

EVALUATION SOURCES

Dubas, J. S., Lynch, K. B., Galano, J., Geller, S., & Hunt, D. (1998). Preliminary evaluation of a resiliency-based preschool substance abuse and violence prevention project. *Journal of Drug Education, 28*, 235-255.

Lynch, K. B. (1996). *Highlights of evaluation findings: Resilient children making healthy choices project 1995-1996.* Richmond: Virginia Commonwealth University, Virginia Institute for Developmental Disabilities.

Lynch, K. B. (1998). *Al's Pals: Kids Making Healthy Choices—the classroom component of the Resilient Children Making Healthy Choices Project. Results of Michigan Replication Study 1996-97: Child outcomes.* Richmond: Virginia Commonwealth University, Virginia Institute for Developmental Disabilities.

Lynch, K. B., Galano, J., & Dubas, J. (1995). *Evaluation report: Resilient Children Making Healthy Choices Project 1994-1995.* Richmond: Virginia Commonwealth University, Virginia Institute for Developmental Disabilities.

Lynch, K. B., & McCracken, K. (2001). *Highlights of findings of the Al's Pals intervention, Hampton City Public Schools, Hampton, Virginia, 1999-2000.* Richmond: Virginia Commonwealth University, Virginia Institute for Developmental Disabilities.

Lynch, K. B., & McCracken, K. (2001). *Highlights of findings of the Al's Pals: Kids making healthy choices intervention, Iowa sites, 1999-2000.* Richmond: Virginia Commonwealth University, Virginia Institute for Developmental Disabilities.

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Americans All: 1992
Grades K-12

Alan Kullen
Americans All
5760 Sunnyside Ave.
Beltsville, MD 20705
Phone: 301/982-5622
Web site: *www.americansall.com*

PROGRAM PURPOSE

Americans All is a multicultural education program with 16-27 lessons per year. It is designed to help students learn about democracy, and to develop an appreciation of themselves and others by stimulating creative and critical thinking about historical events and their impact on the lives of immigrant families and individuals. The program emphasizes good citizenship, and stresses themes of immigration, migration, and slavery by chronicling the history of Native Americans and Americans originating from Africa, Asia, Europe, Mexico, and Puerto Rico.

SEL INSTRUCTION

Students have consistent opportunities to share and celebrate their own ethnic heritage, appreciate the diversity of American cultures, and reflect on the impact of stereotypes and prejudice. Creative instructional approaches include students examining historical photos of immigrants to imagine how they felt as they arrived in the United States. Core learning activities (focusing on self-esteem, motivation, managing stress, and multicultural awareness) are identical from year to year in grades 3-12.

DISTINCTIVE FEATURES

Promotion of academic achievement: Materials stimulate students' ability to think critically about historical events and their impact on the lives of immigrant groups, and lessons are intended to enhance students' social studies and research skills.
Sensitivity to diversity: This is a major strength of this program. Materials include posters showing people of various cultures, ages, socio-economic groups, and both genders, and stories of how various cultural groups were introduced to the United States.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Community members (e.g., members of cultural organizations, senior citizens) used as classroom speakers
- Frequent field trips
- Service projects

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Strongly recommended one-day on-site workshop at no charge (underwritten by grant)
- On-site follow-up support services not available

PROGRAM MATERIALS AND COST

- Teacher manual, student workbooks, audio-visuals, parent materials; sets of lessons for grades K-2, 3-4, 5-6, 7-9, 10-12
- Cost per 25 students: $275

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Click on program title to see ratings.

Caring School Community (Child Development Project): 1994–99 Grades K–6

Developmental Studies Center
2000 Embarcadero Suite 305
Oakland, CA 94606-5300
Phone: 800/666-7270
E-mail: *pubs@devstu.org*
Web site: *www.devstu.org*

Designated a "CASEL Select" program in this review. Also designated a "Promising" program by the U.S. Department of Education (USED) and a "Model" program by the Substance Abuse and Mental Health Services Administration (SAMHSA).

PROGRAM PURPOSE

The Caring School Community program focuses on building a school community based on caring relationships among students, between students and teachers, and between schools and families. It stresses good citizenship and provides broad multi-year coverage of this content area. Such caring is expected to increase student attachment to school and mediate positive student social, emotional, and academic outcomes.

SEL INSTRUCTION

Although the program does not provide prescribed lessons, materials that support the four program components (class meetings, cross-age buddies or peer mentoring, inclusive school-wide activities, and home or family involvement activities) describe many opportunities for students to learn all five categories of SEL competencies. For example, class meetings build decision-making skills by giving students a role in choosing what to learn and establishing and monitoring adherence to class rules. Class meetings and the buddies component provide students with opportunities to apply understanding the feelings, concerns, and interests of others (social awareness), building upon their strengths in setting goals (self-management), examining how they feel (self-awareness), and exercising self-control (self-management). Appreciation of diversity among students (social awareness), and communication skills (relationship management) are addressed throughout the program. Students learn competencies through teacher modeling, rehearsal, and independent application.

DISTINCTIVE FEATURES

Promotion of academic achievement: Includes optional, intensive materials for reading and math courses. Reading for Real is a literature-based component that covers reading comprehension, speaking, writing, and analytical skills; Number Power helps students develop applied or real-life math skills and number sense along with social skills. The program also works to transform the classroom learning environment and instructional practices to promote learning.

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Caring School Community (Child Development Project): 1994-99
Grades K-6

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EVALUATION RESULTS

Two published studies with intervention periods of up to five school years (grades K-6) have evaluated Caring School Community. The largest of these included more than 5,000 Caucasian, African American, and Latino students. Compared to control groups, students who participated in the program reported lower alcohol and marijuana use at post-test. Teachers reported that students who participated in the program were also more likely to work out their own methods of learning, to engage in pro-social behaviors (such as being friendly and supportive), and to use problem-solving behaviors (such as resolving their own interpersonal conflicts).

A follow-up study evaluated program effects on 525 students after they reached middle school. Findings at follow-up included higher grade point averages and achievement test scores, greater involvement in positive youth activities, and less frequent misconduct at school and acts of violence; there was no difference between intervention and control groups related to alcohol and tobacco use. (Research reported here is on a prior version of the program, known as the Child Development Project, or CDP).

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Guidelines for establishing a school-wide coordination team that includes parents, teachers, and other school staff
- Book containing "inclusive school-wide activities" with many opportunities to support caring, non-competitive relationships
- Teachers pair up to plan, facilitate, and evaluate the buddies program
- Parent involvement strategies including a back-to-school night
- Eighteen interactive homework assignments per year for children and adults
- Family math workshops, science nights, and movie nights
- Community members invited to school-wide activities
- Students frequently involved in service-learning projects, including classroom preparation and follow-up reflection

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Strongly recommend one- to two-day on-site workshop ($1,200 per day plus expenses)
- On-site follow-up support services ($1,200 per day), including classroom observation and advanced training

Implementation guidelines & tools:

- Guidelines for 14 different class meeting topics
- Guidelines for selecting students, facilitating, and assessing the buddies program
- Forms to help coordinating team plan future school-wide program implementation

Student assessment:

- Portfolios and student self-assessment forms used to measure student progress

PROGRAM MATERIALS AND COST

- Book for class meetings, inclusive school-wide activities, and cross-age buddies
- Book of home activities (available in English and Spanish) for each grade K-6
- Cost per 25 students: $60

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Caring School Community (Child Development Project): 1994-99
Grades K-6

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EVALUATION SOURCES

Battistich, V. (2001, April). Effects of an elementary school intervention on students' "connectedness" to school and social adjustment during middle school years. In J. Brown (chair) *Resilience education: Theoretical, interactive, and emptrical applications*. Symposium conducted at the annual meeting of the American Educational Research Association, Seattle, WA.

Battistich, V., Schaps, E., Watson, M., & Solomon, D. (1996). Prevention effects of the Child Development Project: Early findings from an ongoing multisite demonstration trial. *Journal of Early Adolescence, 11, 12-35*.

Battistich, V., Schaps, E., Watson, M., Solomon, D., & Lewis, C. (2000). Effects of the Child Development Project on students' drug use and other problem behaviors. *The Journal of Primary Prevention, 21,* 75-99.

Battistich, V., Solomon, D., Watson, M., Solomon, J., & Schaps, E. (1989). Effects of an elementary school program to enhance pro-social behavior on children's cognitive social problem-solving skills and strategies. *Journal of Applied Developmental Psychology, 10,* 147-169.

Solomon, D., Battistich, V., Watson, M., Schaps, E., & Lewis, C. (2000). A six-district study of educational change: Direct and mediated effects of the Child Development Project. *Social Psychology of Education, 4,* 3-51.

Solomon, D., Watson, M., Delucchi, K. L., Schaps, E., & Battistich, V. (1988). Enhancing children's pro-social behavior in the classroom. *American Educational Research Journal, 25,* 527-55.

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Click on program title to see ratings.

Community of Caring (Growing Up Caring): 1990
Grades K-12

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Web site: *www.communityofcaring.org*

Designated a "CASEL Select" program in this review. Also designated a "Promising" program by the U.S. Department of Education (USED).

PROGRAM PURPOSE

Community of Caring is a K-12, comprehensive, whole school character education program that emphasizes the five core values of caring, family, respect, responsibility, and trust as important guides for adolescent life choices and decision making related to health, drugs, sex, and staying in school. (Growing Up Caring, the curricular component of Community of Caring, is for the middle and high school levels, and has 151 lessons). The program also promotes good citizenship, civic responsibility, and respect for the environment.

SEL INSTRUCTION

The program provides extensive opportunities for students to practice and apply identifying and developing their values, being caring and respectful at home and in school, addressing moral dilemmas, and recognizing warning signals that might help them identify risky situations.

DISTINCTIVE FEATURES

Promotion of academic achievement: The Growing Up Caring curriculum encourages students to stay in school by helping them envision their future careers and exploring the education and training they need for career preparation. Handout materials help students reflect on their academic skills and how they can improve them.

EVALUATION RESULTS

One unpublished study lasting two school years evaluated Community of Caring. More than 1,000 Caucasian, Asian, and African American ninth-graders participated. Compared to controls, students who participated in the program reported greater abstinence from alcohol, lower unexcused school absences, and higher grade point averages at post-test.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Book titled *Creating a Community of Caring* provides guidance to implementing program principles school-wide
- Sample letters to parents and frequent homework assignments promote family involvement
- Frequent use of community members as guest speakers, guidelines for service-learning projects, and strategies for bringing the community into the school promote community involvement

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Community of Caring (Growing Up Caring): 1990
Grades K-12

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PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Required one- to- two-day on-site workshop ($3,000-$6,500 per group, depending on the length of the training and the number of trainers required)
- On-site follow-up support services ($3,000 per day), including consultation on program planning, implementation, evaluation, and coordination with other curricula; classroom observation; and advanced training

Student assessment:

- Growing Up Caring curriculum includes end-of-lesson ideas for student evaluation, traditional end-of-chapter tests, and guidelines for using journaling and conferencing for assessing student progress

PROGRAM MATERIALS AND COST

- Teacher manual, student books, parent materials, community guide
- Set of lessons intended to be taught in either one or two years of middle or high school
- Sample lesson plans to be used in teaching various topics
- Program characters' names reflect a diversity of backgrounds
- Pricing available through Glencoe McGraw-Hill

EVALUATION SOURCE:

The Center for Health Policy Studies (1991). *Final report: An evaluation of the community of caring-in-schools initiative.* Columbia, MD: Author.

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Click on program title to see ratings.

Comprehensive Health for the Middle Grades:1996 Grades 6-8

ETR Associates
Customer Service Department
P.O. Box 1830
Santa Cruz, CA 95061-1830
Phone: 800/321-4407
Web site: *www.etr.org*

PROGRAM PURPOSE

Comprehensive Health for the Middle Grades is a health education program that effectively coordinates prevention across all the behavioral content areas examined in this review—substance abuse, violence, sexual development, other health topics, and citizenship. The program has 31-38 lessons per year, with modules on nutrition and body image, fitness, alcohol and tobacco, injury prevention, environmental health, consumer health, and sexuality education.

SEL INSTRUCTION

SEL instruction particularly emphasizes identifying risky and/or unhealthy behaviors and having students make commitments to behave in safe and responsible ways. Students also set a wide range of personal goals, from losing weight to conserving water, and track their progress in reaching them.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Sample letters with each module to keep families informed
- Frequent activities involving family members
- Community members used as speakers
- Students participate in community projects

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Optional one-day on-site workshop for negotiated fee
- On-site follow-up support services not available

Student assessment:

- Frequent student assessment using both traditional and performance measures

PROGRAM MATERIALS AND COST

- Teacher manual, facts booklets, posters, and supplemental activity books
- Set of lessons for every grade, 6-8
- Resource book and supplemental materials on HIV/AIDS available in Spanish
- Suggested scope and sequence of five modules for each grade
- Cost per 25 students: $455

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Conflict Resolution Curriculum (Mediation Network of North Carolina): 1996, 1999
Grades K-12

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Web site: *www.mnnc.org*

PROGRAM PURPOSE

The Conflict Resolution Curriculum is a series of conflict resolution/peer mediation programs with 7-22 lessons per grade (Conflict Resolution for grades K-3, Conflict Resolution and Peer Mediation for grades 4-5, and TRIBE: Conflict Resolution Curriculum for middle and high school). The program is designed to help students appreciate that conflict can be a positive motivator for change and can produce beneficial outcomes if students use the skills addressed in the program to find creative solutions to problems.

SEL INSTRUCTION

The program teaches students to identify and appropriately express their feelings, listen to and understand the perspectives of others, and negotiate solutions to conflicts. Primary-grade students practice conflict resolution skills using the classroom "Peace Place," established for resolving disputes that arise during the day. Older students use peer mediation.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- School-wide connections promoted through a well-structured peer mediation program
- Advisory committee provides oversight and coordination with the curriculum and student discipline process

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Strongly recommended three-day on-site workshop ($225 per person or $3,000 per group, plus trainer expenses, if done outside United States)
- On-site follow-up support services ($100 per hour), including consultation on program planning and implementation; and classroom observation (groups of 20)

Student assessment:

- Ongoing assessment of student skill development via an observation checklist that students use to critique each other as they take turns in role-plays

PROGRAM MATERIALS AND COST

- Teacher manual, audio-visuals, implementation guide, parent materials, and student assessment tools
- Set of lessons for every grade
- Cost per 25 students: $30

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Conflict Resolution Curriculum Module: 1996
Grades 2-12

Julie Gates
Sunburst Technology
Videos and Print
1900 S. Batavia St.
Geneva, IL 60134-3399
Phone: 800/321-7511
E-mail: *service@nysunburst.com*
Web site: *www.sunburst.com*

PROGRAM PURPOSE

The Conflict Resolution Curriculum Module has 3-6 units per year, and is designed to help students handle conflicts occurring inside and outside of school in peaceful and positive ways, and to decrease violence and tension in schools.

SEL INSTRUCTION

The program focuses on communication (especially listening), negotiation (including lessons on negotiating with parents), and peer mediation skills. Students also learn how to resolve "internal conflicts" through managing their emotions. Noteworthy instructional strategies include having students analyze why they are learning SEL skills and how these help them, taking responsibility for creating their own role-plays, and practicing peer mediation and negotiation with their parents.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- School-wide staff development units on peer mediation (5-9, 9-12), conflict resolution, and self-esteem designed for teachers, counselors, and administrators, in which participants learn through role-plays how to deal with difficult student-staff scenarios.

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Optional one- to two-day on-site workshop (variable cost based on need and trainers used)
- Program materials to enable schools to train their own staff
- On-site follow-up support services (varying fees), including consultation on program planning, implementation, and coordination with other curricula; classroom observation; and advanced training

PROGRAM MATERIALS AND COST

- Teacher manual, audio-visuals, posters, role-play cards, parent letters, parent-child take-home activities, and checklists for keeping track of students' learning
- Sets of units for grades 2-5, 5-9, and 9-12
- Cost per 25 students: $690 (materials can be shared across classes and come in sets of 50)

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Conflict Resolution Curriculum and Peer Mediation Program: 1995, 3rd edition Grades K-12

The Knopf Company, Inc.
1126 South Main St.
Plymouth, MI 48170-2214
Phone: 800/420-4343
E-mail: *knopf1@ameritech.net*
Web site: *www.knopfcompany.com*

PROGRAM PURPOSE

The Conflict Resolution Curriculum has eight classroom lessons with age-appropriate activities for each grade, designed to provide students with a common language and interpersonal skill base for conflict resolution and relationship management. The Peer Mediation Program is a school-wide component designed to establish a school conflict resolution process and an environment that supports peaceful conflict resolution.

SEL INSTRUCTION

The program focuses on managing emotions—especially mastering the physical, cognitive, and emotional responses to anger—and on communication and problem-solving skills.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Optional six-hour on-site workshop ($130 per person or $1,200 per group)
- On-site follow-up support services (negotiable fees), including consultation on program planning, implementation, evaluation, and coordination with other curricula

PROGRAM MATERIALS AND COST

- Teacher manual, student activity sheets, parent materials
- One set of lessons for grades K-12 with alternative learning activities for various age groups
- Peer mediation program consisting of six modules
- Cost per 25 students: duplication costs only

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Connecting with Others: 1999, 2001
Grades K-12*

Anne Wendel
Research Press, Inc.
P.O. Box 9177
Champaign, IL 61826
Phone: 800/519-2707
E-mail: *rp@researchpress.com*
Web site: *www.researchpress.com*

**A high school curriculum is available, but was not included in this review.*

PROGRAM PURPOSE

Connecting with Others includes 57-73 lessons per year designed to teach students pro-social self-regulation skills, and improve students' self-esteem, social effectiveness, and problem-solving capabilities. The program also uses behavioral modification strategies to promote positive classroom management.

SEL INSTRUCTION

Students practice communication skills, kindness, respect for others, and resolving conflicts in social interactions with friends, adults, and in cooperative working groups. Lessons also emphasize being reliable, honest, and true to one's values; building self-confidence; and exercising self-control.

DISTINCTIVE FEATURES

Students with special needs: Although appropriate for all students, the program was originally developed for special needs students who spend time in regular classrooms.
Sensitivity to diversity: Materials include pictures of people of various cultures and those with disabilities; lessons include exercises on sign language.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Parent involvement through interactive homework assignments and parent newsletters that accompany various skill areas

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Strongly recommended five-hour on-site workshop ($1,000—negotiable and does not include books or materials)
- On-site follow-up support services ($200 per hour or $1,000 per day—negotiable), including consultation on program planning, implementation, and coordination with other curricula; classroom observation; and advanced training

Student assessment:

- Predominantly performance-based evaluation and feedback section in each lesson with criteria for evaluating student performance
- Worksheets and quizzes

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Connecting with Others: 1999, 2001
Grades K-12

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PROGRAM MATERIALS AND COST

- Teacher manual and parent materials
- Sets of lessons for grades K-2, 3-5, 6-8, 9-12
- Scope and sequence chart specifying lessons in each skill area and the goals of each lesson
- Cost per 25 students: $90

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Creating a Peaceful School Learning Environment (CAPSLE): 1999 Grades K-5

Stuart W. Twemlow
Community Services Institute
1699 Main Street
Springfield, MA 01103
Phone: 413/739-5572
Web site: *www.backoffbully.com*

PROGRAM PURPOSE

Partially based on martial arts techniques and principles, CAPSLE includes a 12-week physical education class (Gentle Warrior) that teaches children basic mental and physical techniques for handling power conflicts at school, a positive climate campaign, and a disciplinary plan. The program strives to instill in students self-respect and compassion for others, develop their awareness of bullying, and teach them coping and conflict resolution skills.

SEL INSTRUCTION

Students begin each lesson of the Gentle Warrior component of the program with breathing and relaxation exercises to manage their emotions. Instruction focuses on having students take responsibility for stopping bullying behavior by helping defuse power struggles. Respect for others, self-control, and compassion are taught through martial arts techniques and other physical activities such as balance and strengthening exercises. Classes are taught by specially trained child-safety specialists. Students are taught to take responsibility for their environment and to work together to make everyone feel appreciated.

DISTINCTIVE FEATURES

Design: Martial arts basis; the teaching of skills by trained child-safety specialists or physical education instructors during a physical education class.

EVALUATION RESULTS

One published study with three years of intervention evaluated CAPSLE. A sample of primarily Caucasian students in grades K-5 participated. Findings suggest that compared with control students, high-risk students who participated in the program showed fewer behaviors associated with bullying at post-test. The program also increased reading scores of participating students.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Promotion of school-wide coordination through positive climate campaigns such as poster-making contests and anti-bullying peace flags and banners
- Multiple strategies to involve families, including Family Power Struggle Workshops, which train parents in coping skills, workbook exercises, newsletters, and handout materials
- Peer mentoring program and adult volunteer program (Brunos) with training manual that helps children resolve power struggles
- Suggestions offered for individuals and community organizations to facilitate successful district-wide program implementation

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Creating a Peaceful School Learning Environment (CAPSLE): 1999
Grades K-5

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PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Required six-hour on-site workshop (negotiable fee of $5,000 per school when 20 or more schools in a district are trained)
- On-site support services ($150 per hour), including consultation on program planning, implementation, evaluation, and coordination with other curricula; and advanced training
- Monthly meetings and bullying behavior surveys to monitor program progress

PROGRAM MATERIALS AND COST

- Teacher manual, student workbook, audio-visuals, parent materials, and community guide
- Implementation guide
- Student assessment tools
- Cost per 25 students: included in cost of training

EVALUATION SOURCES

Twemlow, S.T., Fonagy, P., Sacco, F., Gies, M., Evans, R., & Ewbank, R. (2001). Creating a peaceful school learning environment: A controlled study of an elementary school intervention to reduce violence. *American Journal of Psychiatry, 158,* 808-810.

Twemlow, S.T., Sacco, F.C., Gies, M. L., Twemlow, S., Hess, D., & Osbourn, J. O. (1997). *Creating a peaceful school learning environment: Findings from a controlled study of an elementary school preventively focused anti-violence intervention.* Unpublished manuscript.

DARE: Drug Abuse Resistance Education: 1996 Grades K-12

DARE America
P.O. Box 512090
Los Angeles, CA 90051-0090
Phone: 310/215-0575
Web site: *www.dare-america.com*

PROGRAM PURPOSE

DARE consists of 1-17 lessons per year, and represents a collaborative effort among law enforcement officers, educators, students, parents, and communities to reduce drug abuse, violence, and gang involvement, and promote personal safety. The program provides broad, multiyear coverage of violence and substance abuse prevention.

SEL INSTRUCTION

The program's main focus is providing students with instruction in increasingly sophisticated refusal skills and opportunities to practice these skills in role-plays related to safety, drugs, and violence.

DISTINCTIVE FEATURES

Design: The program uses specially trained police officers to present lessons.

EVALUATION RESULTS

Four studies have evaluated DARE. Participants in one study included more than 1,000 Caucasian and African American sixth-graders, who received a four-month intervention. Only two of these studies demonstrated positive behavioral outcomes (on substance use) at post-test. None demonstrated lasting behavioral outcomes at follow-up.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Family involvement through a parent course, developed by the Association for Supervision and Curriculum Development (ASCD) and National Families in Action, that offers information about drugs and violence, examples of and practice using effective parenting styles, a parent tool kit, and homework for practicing skills covered in class
- Local police officers present in participating schools at least one day a week to implement the K-12 program and share their knowledge of the community with students

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Required three- to 10-day workshop for police officers conducted at state or national training centers (fees underwritten by DARE America)
- On-site follow-up (no cost to schools), including consultation on program planning and implementation; classroom observation; and advanced training

PROGRAM MATERIALS AND COST

- Teacher manual, student workbooks, audio-visuals, parent materials, officer training manual
- Sets of lessons for grades K-4, 5-6, 7-9, 10-12
- Student workbooks available in Spanish and Braille; officer manual available in Spanish
- Cost per 25 students: no cost the first year, $25 for set of 25 elementary student workbooks after first year

Please note: DARE is undergoing a fundamental revision that is currently being pilot tested and evaluated. The new curriculum will be available in Fall 2003.

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EVALUATION SOURCES

Clayton, R. R., Cattarello, A. M., & Johnstone, B. M. (1996). The effectiveness of drug abuse resistance education (Project DARE): 5-year follow-up results. *Preventive Medicine, 25*, 307-318.

Harmon, M. A. (1993). Reducing the risk of drug involvement among early adolescents: An evaluation of Drug Abuse Resistance Education (DARE). *Evaluation Review, 17*, 221-239.

Lynam, D. R., Milich, R., Zimmerman, R., Novak, S., Logan, T. K., Martin, C., et al. (1999). Project DARE: No effects at 10-year follow up. *Journal of Consulting and Clinical Psychology, 67*, 590-593.

Ringwalt, C., Ennett, S. T., & Holt, K. D. (1991). An outcome evaluation of Project DARE (Drug Abuse Resistance Education). *Health Education Research, 6*, 327-337.

Rosenbaum, D. P., & Hanson, G. S. (1998). Assessing the effects of school-based drug education: A six-year multi-level analysis of Project D.A.R.E. *Journal of Research in Crime and Delinquency, 35*, 381-412.

Click on program title to see ratings.

Developing Nurturing Skills: 1993
Grades K-12

Robert Schramm
Family Development Resources, Inc.
3070 Rasmussen Road P.O. Box 982350
Park City, UT 84098
Phone: 800/688-5822
E-mail: *info@nurturingparenting.com*
Web site: *www.nurturingparenting.com*

PROGRAM PURPOSE

Developing Nurturing Skills is a family life education program with 71-94 lessons per year designed to help children develop and maintain healthy relationships with their families, communities, and their future children. The program also promotes good citizenship and healthy sexual development.

SEL INSTRUCTION

SEL instruction emphasizes recognizing and appropriately expressing emotions, identifying influences on behavior, and developing and maintaining healthy relationships through communication and problem solving. Noteworthy instructional strategies include keeping a growth journal to track feelings and others' perspectives, using a problem-solving model to solve real family problems, and, in the upper grades, role-playing to develop parenting skills.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Frequent homework assignments involving family members provide students with opportunities to apply SEL competencies beyond the lesson
- School-community partnerships facilitated through frequent use of community members as guest speakers, field trips, and community projects

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Optional one- to three-day on-site workshop ($150-$325 per person, depending on number of days)

PROGRAM MATERIALS AND COST

- Teacher manual, student workbooks (grades 5-12), student assessment tools
- Set of lessons for each grade, but in many cases lessons are repeated from year to year
- Curricula for seventh, eighth and ninth grades are essentially identical to those for the 10th, 11th, and 12th grades
- Cost per 25 students: $150

Discover: Skills for Life: 1996
Grades K-12

AGS, Inc.
4201 Woodland Road
Circle Pines, MN 55014-1796
Phone: 800/328-2560
E-mail: agsmail@agsnet.com
Web site: www.agsnet.com

PROGRAM PURPOSE

Discover: Skills for Life is a character education, substance abuse, and violence prevention program with 18-26 lessons per year. The program uses a "Lifestyle Risk Reduction Model" designed to help students refrain from making unhealthy life choices related to drug abuse and violence by providing substantive information on these topics, and by teaching decision making and interpersonal relationship skills.

SEL INSTRUCTION

A unit in every grade gives students consistent opportunities to practice and apply relationship-building skills. Students also learn to identify and practice recognizing how their own values, peer pressure, and the media influence their decisions regarding substance abuse and violence.

DISTINCTIVE FEATURES

Design: Excellent advanced organizer in each section of text with sidebars to highlight important information.
Sensitivity to diversity: People of various cultures, ages, and both genders in rural and urban settings are shown in pictures.

EVALUATION RESULTS

One unpublished study involving sixth-, eighth-, ninth- and 12th-grade Caucasian, African American, and Latino students has evaluated Discover: Skills for Life. During a period of approximately 15 months, the program appeared to increase positive communication with family and reduce rebellious and aggressive behavior.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Sample letters to parents at the beginning of each unit with unit descriptions and exercises that students and parents can do together

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Optional four-hour on-site workshop (cost included in price of materials)
- On-site follow-up support services not offered

PROGRAM MATERIALS AND COST

- Teacher manual, student books, audio-visuals, parent materials, community guide, and student assessment tools
- Set of lessons for every grade from K-8 and one set for grades 9-12
- Student books for grades 7 and 8 available in Spanish
- Cost per 25 students: $400

EVALUATION SOURCE

American Guidance Service, Inc. (n.d.). *Research and evaluation of American Guidance Services: "Discover: Skills for Life."* Circle Pines, MN: Author.

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Click on program title to see ratings

Drugs and Alcohol Curriculum Module: 1991
Grades 2-12

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Videos and Print
1900 S. Batavia St.
Geneva, IL 60134-3399
Phone: 800/321-7511
E-mail: *service@nysunburst.com*
Web site: *www.sunburst.com*

PROGRAM PURPOSE

The Drugs and Alcohol Curriculum Module is a substance abuse prevention program with 84-177 lessons per year that provides up-to-date information related to substance use, and teaches skills that help students make healthy and responsible choices related to drugs and alcohol. The program also stresses good citizenship by having students contribute to the quality of life at school and in the community. Student citizenship projects include developing school policies to promote a drug-free environment and designing and carrying out campaigns against drug use.

SEL INSTRUCTION

Students have many opportunities to set goals to change their own and others' behaviors with regard to drug use. The program also provides skill practice in recognizing and resisting peer and media pressure to use drugs. Instructional strategies involve students in advocating against drug use and meeting and interviewing community members about drug-related issues.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Promotes family involvement via regular family letters, child-parent homework activities, and meetings that include parents role-playing situations related to drug use
- Extensive use of community members, such as addiction professionals, physicians, nutritionists, and members of Mothers Against Drunk Driving (MADD) or Students Against Drunk Driving (SADD)

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Optional one- to two-day on-site workshop (cost varies with school needs and trainers used)
- Program materials also enable schools to train their own staff
- On-site follow-up support services (fees vary based on need and consultant used), including consultation on program planning, implementation, evaluation, and coordination with other curricula; classroom observation; and advanced training

Student assessment:

- Tools for test-based student assessment included

PROGRAM MATERIALS AND COST

- Teacher manual, audio-visuals, posters, role-play cards, parent materials, and student assessment tools
- Sets of lessons for grades 2-4, 5-9, 7-12
- Cost per 25 students: $1,099 (materials can be shared across classes and come in sets of 50)

Efficacy Curriculum: 1995-98
Grades K-10

Sheila Williams
The Efficacy Institute, Inc.
182 Felton St.
Waltham, MA 02453
Phone: 781/547-6060, ext. 531
E-mail: *sgwilliams@efficacy.org*
Web site: *www.efficacy.org*

PROGRAM PURPOSE

The Efficacy Curriculum has both elementary and secondary editions designed to foster motivation for academic achievement by focusing on progress and improvement rather than on grades or relative standing. The program also strives to improve students' study, work, and academic self-assessment habits, as well as note-taking and research skills.

SEL INSTRUCTION

Students learn to recognize and value their efforts to take responsibility for their own learning. They also consistently assess their strengths and weaknesses, set goals for improvement, and monitor and celebrate their progress.

DISTINCTIVE FEATURES

Promotion of academic achievement: Program emphasizes study and academic achievement skills.
Sensitivity to diversity: Program materials include characters whose names reflect a diversity of ethnic backgrounds.

EVALUATION RESULTS

Four unpublished studies on third- and sixth-grade students, the longest of which lasted 18 months, have evaluated the Efficacy Curriculum. The largest studied more than 1,000 participants. In at least two of the studies, the majority of students were African American. Results show that, compared to the control group, students participating in the program were less likely at post-test to be absent and had improved academic outcomes, including higher reading and math test scores and higher GPAs.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Family reinforcement of lessons at home through use of separate parent guide, Getting Smart

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Required two- to four-day workshop
- On-site follow-up support services ($2,000 per day) such as planning, implementation, evaluation, and coordination with other curricula; classroom observation; and advanced training (fee by arrangement)

Implementation tools:

- No formal lessons plans; teacher manuals with lesson templates, other aids in creating lessons

Student assessment:

- Student self- and peer-assessment tools and peer-group conferences for coordinating feedback

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Efficacy Curriculum: 1995-98
Grades K-10

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PROGRAM MATERIALS AND COST

- Teacher manual, student workbooks, implementation guide, and parent materials
- Cost per 25 students: $75

EVALUATION SOURCES

Syropoulos, M. (1994). *The Elementary School Curriculum Efficacy: Evaluation Report 1993-1994.* MI: Detroit Public Schools, Department of Research, Development and Coordination.

Syropoulos, M. (1995). *The Middle School Efficacy Program: Evaluation report 1994-1995.* MI: Detroit Public Schools, Department of Research, Development and Coordination.

Vaden-Kiernan, M. (2000). *Evaluation of the Efficacy Initiative in the District of Columbia public schools: Final report.* Cambridge, MA: Abt Associates Inc.

Vaden-Kiernan, M. (2001). *The systemic change study of the Efficacy Initiative in the District of Columbia Public Schools: Final report.* Cambridge, MA: Abt Associates Inc.

Esteem Builders: 1989
Grades K-8

Cathy Winch
Jalmar Press
24426 S. Main St. Suite 702
Carson, CA 90745
Phone: 800/662-9662
E-mail: *Jalmarpress@att.net*
Web site: *www.jalmarpress.com/productCat0.ivnu*

PROGRAM PURPOSE

Esteem Builders focuses on enhancing children's self esteem, and is organized around five components: security, selfhood, affiliation, mission, and competence.

SEL INSTRUCTION

SEL instruction emphasizes helping children recognize their strengths and set realistic, achievable goals to address perceived weaknesses. Skills necessary for developing and maintaining strong peer relationships, including respecting others and problem solving, are also addressed.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Structure for school-wide program involvement via staff development for teachers, non-teaching personnel, and an oversight committee
- Administrator's manual with ideas for improving school climate
- Home Esteem Builders volume with detailed instructions on conducting training for parents and improving school-family communication
- Sample family newsletters and hundreds of home activities

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Optional on-site workshops of varying lengths ($5,000 per day)
- On-site follow-up support services not indicated

Student assessment:

- Traditional assessments for tracking students' progress
- Teachers encouraged to keep student portfolios and conduct periodic conferences with students

PROGRAM MATERIALS AND COST

- Teacher manual, audio-visuals, implementation guide, parent materials, and student assessment tools
- No sets of lessons, either by grade or grade group; however, each activity has a recommended appropriate age range and is cross-correlated with a curriculum content area
- Scope and sequence chart includes matrix of program components
- List of activities for teachers
- Cost per 25 students: $449

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Foundations of Democracy: 1998, 2000
Grades K-12

Jessica Sutter
Center for Civic Education
5146 Douglas Fir Road
Calabasas, CA 91302-1467
Phone: 800/350-4223
E-mail: *sutter@civiced.org*
Web site: *www.civiced.org/catalog_foundations.html*

PROGRAM PURPOSE

Foundations for Democracy is a citizenship program with 13-45 lessons per year organized around four concepts: authority, privacy, responsibility, and justice. The program is designed to promote an increased understanding and appreciation of the fundamental principles and values of democracy and to develop the skills young people need to become effective and responsible citizens.

SEL INSTRUCTION

The program promotes conflict management and decision making in the context of teaching social studies and civics education topics related to responsibility, justice, authority, and privacy. Throughout the lessons, students are provided with tools to analyze a wide range of civic situations: Did someone do something wrong intentionally or by accident? Was power used with or without authority? They consider costs, benefits, and consequences in addressing these issues. The program also helps students recognize how cultural and age differences influence attitudes on issues such as crime. Creative instructional strategies include debates, mock court trials, town/legislative meetings, and community hearings.

DISTINCTIVE FEATURES

Promotion of academic achievement: The program is intended to be integrated into an existing history and/or civics course. In addition to academic content, it promotes development of academic skills such as research and writing reports.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Required eight-hour on-site workshop offered free (underwritten by grant)
- On-site follow-up support services (free of charge), including consultation on evaluation, coordination with other curricula; classroom observation and feedback; and advanced training

Student assessment:

- Performance-based assessment strategies, including group discussions, moot courts, debates, and other creative projects
- Advice on assessment in teacher guides

PROGRAM MATERIALS AND COST

- Teacher manual, student workbook, student assessment tools
- No scope and sequence chart, but table of contents for each teaching guide lists main topics and sub-topics
- Cost per 25 students: $300

Click on program title to see ratings.

Gemstones: 1996
Grades K-12

Missy Caver
DREAM, Inc.
310 Airport Rd. Suite D
Jackson, MS 39208
Phone: 800/233-7326
Web site: *www.dreaminc.org*

PROGRAM PURPOSE

Gemstones is a life-skills program based on Jung's theory of personality types, with 29-96 lessons per year. By providing students with an understanding of different personality types, the program aims to enhance their understanding of themselves and others, improve interactions between students based on this understanding, and enhance learning by presenting materials and activities in accordance with multiple intelligences and learning styles.

SEL INSTRUCTION

Numerous lessons in each grade enhance students' ability to understand the perspectives and behaviors of others through understanding their personality types. There is also consistent instruction on identifying emotions—students label their emotions and discuss emotionally charged situations.

DISTINCTIVE FEATURES

Promotion of academic achievement: Some of the activities are specifically designed to be used in math, science, and language arts classes, and the program uses personality tests such as the Myers-Briggs Types Indicator (MBTI) to assess students' personalities ("gemstones") as a basis for selecting activities appropriate for various learning styles.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Staff assessment and development component enables staff to determine individual teaching style

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Strongly recommended three- to eight-hour on-site workshop ($500 per day per group plus $119 per person for materials and handouts)
- On-site follow-up support services (negotiable fees), including consultation on program planning, implementation, and coordination with other curricula

PROGRAM MATERIALS AND COST

- Teacher manual, student workbooks, parent materials, student assessment tools, and staff development materials
- Sets of lessons for every grade from K-6 and for 7-8 and 9-12 (lesson ordering not always clear)
- Cost per 25 students: $114

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Click on program title to see ratings.

Get Real about AIDS: 1995
Grades 4-12

Jim McColl
United Learning
1560 Sherman Ave. Suite 100
Evanston, IL 60201
Phone: 800/323-9084
E-mail: *info@unitedlearning.com*
Web site: *www.unitedlearning.com*

Designated an "Effective" program by the Centers for Disease Control and Prevention (CDC) and the Substance Abuse and Mental Health Services Administration (SAMHSA).

PROGRAM PURPOSE

Get Real About AIDS has 10-14 lessons per year that provide up-to-date information and teach skills intended to reduce the risk of HIV/AIDS and other sexually transmitted diseases. The program attempts to reach children before they become sexually active, teaches social skills that will help them avoid risky sexual behavior, and promotes sexual abstinence.

SEL INSTRUCTION

The program focuses on problem solving to avoid risky situations, and refusal skills to resist peer pressure to engage in risky sexual behavior. Instructional strategies include cooperative learning groups and cross-age instruction.

EVALUATION RESULTS

One published study of more than 2,000 students in grades 9-12 evaluated Get Real About AIDS. The length of the intervention was two months; the study included a six-month follow-up evaluation. Significant health outcomes at follow-up were: intervention students were more likely to report having purchased a condom; among sexually active students, those participating in the intervention reported fewer sexual partners and higher condom use than students in the comparison group.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Lengthy take-home document on AIDS
- Interactive homework assignments for involving families
- Extensive efforts promoting school-community partnerships such as student projects on AIDS in community or class panels made up of people with AIDS and representatives from local health department

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Strongly recommended six-hour on-site workshop ($2,500 plus trainer expenses for groups of 50)
- On-site follow-up support services ($2,500 per day plus expenses), including consultation on program planning, implementation, evaluation, and coordination with other curricula

Student assessment:

- Traditional pre- and post-assessments
- Teacher guidelines for conducting role-plays with feedback
- Student worksheets for practicing role-plays, which include specific questions to guide feedback

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Get Real about AIDS: 1995
Grades 4–12

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PROGRAM MATERIALS AND COST

- Teacher manual, student worksheets, audio-visuals, parent materials, student assessment tools
- Sets of lessons for grades 4-6, 6-9, 9-12
- Scope and sequence charts include list of objectives for each topic covered, list of learning objectives for each lesson by grade, and list of needed materials with sources
- Cost per 25 students: $495 (materials can be shared across classes)

Click on program title to see ratings.

Get Real about Tobacco: 1997
Grades K-12

Jim McColl
United Learning
1560 Sherman Ave. Suite 100
Evanston, IL 60201
Phone: 800/323-9084
E-mail: *info@unitedlearning.com*
Web site: *www.unitedlearning.com*

PROGRAM PURPOSE

Get Real About Tobacco offers 12-17 lessons per year designed to prevent the use of smoking and smokeless tobacco by addressing the factors that influence use and feelings of vulnerability in the face of these factors. The program also helps students campaign against tobacco use in and beyond the school, and encourages those who use tobacco products to quit.

SEL INSTRUCTION

Students practice demonstrating respect for others and refusal skills both in role-plays and in situations beyond the lesson. They also practice analyzing situations by critiquing tobacco and other advertising. One instructional strategy has students make their own videotapes of people who are addicted to smoking, which they then play to younger students and friends in an effort to dissuade them from the habit.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Strongly recommended six-hour on-site workshop ($2,500 plus trainer expenses for groups of 50)
- On-site follow-up support services ($2,500 per day plus expenses), including consultation on program planning, implementation, evaluation, and coordination with other curricula

PROGRAM MATERIALS AND COST

- Teacher manual, audio-visuals, parent materials
- Sets of lessons for grades K-3, 4-6, 6-9, 9-12
- Scope and sequence chart lists lesson titles, objectives, norms promoted, and risk factors addressed
- Cost per 25 students: $550 (materials can be shared across classes)

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Click on program title to see ratings.

Get Real about Violence: 1997, 1999
Grades K-12

Jim McColl
United Learning
1560 Sherman Ave. Suite 100
Evanston, IL 60201
Phone: 800/323-9084
E-mail: *info@unitedlearning.com*
Web site: *www.unitedlearning.com*

Designated a "Promising" program by the Substance Abuse and Mental Health Services Administration (SAMHSA).

PROGRAM PURPOSE

Get Real About Violence is a violence prevention program with 12-28 lessons per year that addresses factors contributing to vulnerability to violence as well as alternatives to violence. The curriculum focuses on encouraging nonviolent norms and teaching social skills.

SEL INSTRUCTION

The program provides consistent opportunities to analyze situations for their potential for violence and practice refusal skills to oppose social norms that support violence. Students participate in many role-plays in which they try to persuade a peer to do something s/he doesn't want or need to do and then discuss the refusal strategies used. Students also role-play asking adults for help in a wide range of unsafe situations.

DISTINCTIVE FEATURES

Promotion of academic achievement: Lessons identify the national learning standards they address in subjects such as science, social studies, art, and language arts. The richness of academic content varies from lesson to lesson.

EVALUATION RESULTS

One unpublished study involving mostly African American seventh-graders evaluated Get Real about Violence. The intervention took place during one month. Relative to the comparison group, students who participated in the program reported a lower likelihood of watching fights (at post-test) and reduced verbal aggression (at a three-month follow-up).

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Parent letters describe what children are learning and provide advice on assisting with homework

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Strongly recommended six-hour on-site workshop ($2,500 plus trainer expenses for groups of 50)
- On-site follow-up support services ($2,500 per day plus expenses), including consultation on program planning, implementation, evaluation, and coordination with other curricula

Student assessment:

- Pre- and post-tests and regular videotaping of role-plays with feedback to assess students

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Get Real about Violence: 1997, 1999
Grades K–12

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PROGRAM MATERIALS AND COST

- Teacher manual, audio-visuals, parent materials
- Sets of lessons for grades K-3, 4-6, 6-9, 9-12
- Scope and sequence chart with list of subtopics or objectives by grade for each topic covered
- Cost per 25 students: $704 (materials can be shared across classes)

EVALUATION SOURCE

Baseline Research, LLC. (2000). *Get Real About Violence Curriculum: Final report.* Milwaukee, WI: Author.

Giraffe Heroes Program: 1997, 2000
Grades K-12

John Graham
The Giraffe Project
P.O. Box 759
Langley, WA 98260
Phone: 800/323-9084
E-mail: *office@giraffe.org*
Web site: *www.giraffe.org*

PROGRAM PURPOSE

Giraffe Heroes is a character education and service-learning program with 12-18 lessons per year. The program uses stories of "everyday, real-life heroes" to teach values and develop courage, compassion, and responsibility in students. The program provides broad, multiyear coverage of citizenship, involving students in service projects that meet real needs.

SEL INSTRUCTION

SEL instruction emphasizes the development of courage, self-sacrifice, and civic responsibility. Students set goals or create a vision for what they would like to accomplish in their service projects based on a problem they have identified. These projects typically involve caring and showing respect for others. Facilitators ask students to do something that requires courage and bravery and to persist in following through to completion on a commitment. Students outline plans for achieving their goals, identify obstacles, decide what they need to do to overcome these obstacles, regularly review progress on their plans, and make adjustments as necessary.

DISTINCTIVE FEATURES

Design: Program can be adapted for after-school use.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Letters to families explain program and suggest activities for parents to use in fostering character development at home
- Community involvement promoted by having students look for heroes in their own communities, or plan and carry out community projects

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Optional six-hour on-site workshop ($2,500 per group)

PROGRAM MATERIALS AND COST

- Teacher manual, student books (grades 10-12 only), audio-visuals, parent materials (letters available in Spanish), guide to community involvement, and assortment of school-wide campaign tools
- Sets of lessons for grades K-2, 3-5, 6-9, and 10-12
- No scope and sequence chart, but table of contents in each module includes goals for each section and titles, objectives, skills, and subject areas for integration
- Cost per 25 students: $195

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The Great Body Shop: 1999
Grades PreK–6

The Children's Health Market, Inc.
P.O. Box 7294
Wilton, CT 6897
Phone: 800/782-7077
Web site: *www.TheGreatBodyShop.net*

PROGRAM PURPOSE

The Great Body Shop is a 40-lesson per year comprehensive health education program. It emphasizes development of critical thinking skills and responsible decision making to promote health and healthy sexual development and to prevent substance abuse and violence. In addition, the program promotes students' sense of civic responsibility by involving them in researching and carrying out service-oriented projects that enhance the health and safety of their communities. Learning activities are structured within a multiple intelligences framework to nurture a variety of learning styles. Each lesson includes activities that promote student transfer of the concepts taught to substance abuse and violence prevention behaviors.

SEL INSTRUCTION

Students have consistent opportunities to practice and apply a wide range of SEL skills, including identifying factors (emotions, values, social norms) that influence health decisions, committing to act in safe and responsible ways, making decisions, and setting and monitoring progress toward achieving health-related goals.

DISTINCTIVE FEATURES

Promotion of academic achievement: The program explicitly works to promote critical thinking skills. There are cross-curricular activities at the end of lessons that extend and reinforce health concepts in academic subjects such as math and science.
Sensitivity to diversity: Character names used in the program reflect a diversity of backgrounds, and their biographies present multicultural situations and sensitivities that are modeled through role-play and stories.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Monthly family bulletins with homework activities to keep parents informed and enlist their support in reinforcing skills beyond the lessons
- Parents and peers enlisted to provide feedback to students on their progress toward meeting learning standards

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The Great Body Shop: 1999
Grades PreK-6

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PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Strongly recommended 3.5-hour on-site workshop ($500 plus trainer expenses for groups of 50)
- On-site follow-up support services, including consultation on program planning, implementation, evaluation, and coordination with other curricula; classroom observation; and advanced training on special topics ($600 for half day; $900 for full day)

Implementation tools:

- Alternative strategies for every lesson for special education students

Student assessment:

- Pre- and post-tests at every grade
- Unit tests
- Rubrics for performance-based assessment, to be used by teachers, parents, or peers

PROGRAM MATERIALS AND COST

- Teacher manual, student book, parent bulletins (available in Cantonese, Spanish, Portuguese, Vietnamese, and possibly other languages)
- Puppets, stand-up characters, posters
- Set of lessons for every grade
- Cost per 25 students: $183

Growing Healthy®: 1995 Grades K-6

Elaine M. Sheehan, M. Ed.
National Center for Health Education
242 West 30th St., 10th floor
New York, New York 10001-1081
Phone: 212/594-8001 ext. 31
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Web site: *www.nche.org*

Designated a "Promising" program by the U.S. Department of Education (USED).

PROGRAM PURPOSE

This comprehensive health education program, with 44-50 lessons per year, promotes affirmative, proactive, responsible attitudes and behaviors that foster health and well-being, and emphasizes specific body systems each year. In addition to broadly addressing a wide range of health topics and promoting citizenship, the program also provides limited coverage of violence prevention and healthy sexual development.

SEL INSTRUCTION

Students set goals to reduce their risk of cardiovascular disease or other health problems and work with a "goal partner" to keep them on track. Respecting others, decision making, assertiveness, and refusal skills also are emphasized. Creative instructional strategies include demonstrations using anatomical models, puppets, videos, books, experiments, and games.

EVALUATION RESULTS

One published study has evaluated Growing Healthy®. Approximately 30,000 fourth- through seventh-grade students participated in the two-year study that looked at smoking behavior. Smoking among intervention students decreased by 29 percent by ninth grade. The program was most effective when fully implemented by teachers.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Parents participate in lessons as "learning station volunteers"
- Parent letters and resources, family invitations to school events, and interactive homework assignments
- Frequent use of speakers from the community—firefighters, police officers, physicians, school nurses, dentists, etc.—and guidelines to help teachers make the best use of these resources

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Required three-day on-site workshop ($3,600 for groups of 20)
- Six- to 10-hour online workshop offered ($120 per person)

Student assessment:

- Student performance tools such as learning logs, group oral and visual presentations, and portfolios, supported by extensive guidelines for teachers
- Sample assessments and rubrics for evaluating student performance
- Teachers reminded frequently to give students feedback on their performance

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Growing Healthy®: 1995 Grades K-6

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PROGRAM MATERIALS AND COST

- ◇ Materials specific to each grade, K-6, include curriculum guide, blackline masters, glossary of Growing Healthy® terminology, and peripheral materials (videos, anatomical models, books, games, posters, puppets, etc.)
- ◇ Cost per 25 students: $573 plus shared cost of peripheral materials at each grade

EVALUATION SOURCES

Connell, D. B., & Turner, R. R. (1985). The impact of instructional experience and the effects of cumulative instruction. *Journal of School Health*, 55, 324-331.

Connell, D. B., Turner, R. R., & Mason, E. F. (1985). Summary of findings of the school health education evaluation: Health promotion effectiveness, implementation, and costs. *Journal of School Health*, 55, 316-321.

Health Skills for Life: 1993
Grades K-12

James Terhune
Health Skills for Life
2685 Windson Circle East
Eugene, OR 97405
Phone: 888/283-6902
E-mail: *jterhune@nu-world.com*
Web site: *www.healthskillsforlife.com*

PROGRAM PURPOSE

Health Skills for Life is a comprehensive health education program with 8-35 lessons per year. The program emphasizes responsible decision making to promote health and safety, and also covers drug prevention, healthy sexual development, other health topics, and citizenship.

SEL INSTRUCTION

Students have many opportunities both during and beyond lessons to practice and apply decision-making skills in areas such as fire and bike safety, dental health, nutrition and fitness, and reducing environmental pollution. The decision-making model used includes examining the role of values in making health-related decisions.

EVALUATION RESULTS

One published study involving students in grades K-8 evaluated Health Skills for Life over a five- to six-month period. Findings included improvements at post-test on an unspecified skills test for students in grades 2-5 and 7.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Administrators' guide with instructions for school-wide special events and help to non-teaching staff in reinforcing program
- Families involved through frequent homework assignments, sample letters previewing material covered in lessons, invitations to selected class sessions, and requests to review student work and assessment results
- Extensive use of community representatives as classroom guest speakers

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Strongly recommended two- to three-day workshop ($500 per day plus trainer expenses)
- On-site follow-up support services ($500 per day plus trainer expenses), including consultation on program planning, implementation, and coordination with other curricula

Implementation tools:

- Instructions for establishing school-community advisory committee

Student assessment:

- Traditional and performance-based student assessment tools

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Health Skills for Life: 1993
Grades K-12

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PROGRAM MATERIALS AND COST

- Teacher manual, audio-visuals, parent materials, implementation guide, student assessment tools, guide to community involvement
- Set of lessons for every grade, K-8, and one for grades 9-12
- Detailed scope and sequence chart organized by grade, course goals, performance indicators, and content
- Cost per 25 students: $270

EVALUATION SOURCE

Terhune, J.A., & Shaughnessy, J. (1983). Health Skills for Life. *Health Education, 14*, 27-31.

Click on program title to see ratings.

HealthSmart: 2001
Grades: K-6*

ETR Associates
Customer Service Department
P.O. Box 1830
Santa Cruz, CA 95061-1830
Phone: 800/321-4407
Web site: www.etr.org

** Modules for grades 5-6 were recently published and not available in time for this review.*

PROGRAM PURPOSE

HealthSmart is a health promotion program with 8-12 lessons per year, which emphasizes making responsible choices to promote health, and seeking help to support health-promoting choices. The program was developed to meet all national health standards. There is broad coverage of substance abuse prevention and other health topics, with content on tobacco and alcohol prevention, personal and family health, safety, nutrition, injury prevention, and exercise at every grade level.

SEL INSTRUCTION

The skills emphasized promote taking personal responsibility for one's health, including decision making and setting goals for healthy behavior. Help-seeking skills are emphasized. Lessons frequently ask students to seek out people from whom they want help in achieving a health-related goal, such as remaining tobacco-free, and get their signatures to attest to their willingness to provide support. Students return their signed activity sheets for posting in the classroom.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Family letters and activity sheets accompany each unit to inform and help parents reinforce program concepts
- Frequent use of community members as guest speakers

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Optional one-day on-site workshop for negotiated fee
- On-site follow-up support services not available

Student assessment:

- Portfolios document students' establishment of health-promoting attitudes, acquisition of health knowledge, and development of skills
- Portfolio checklist to help students and teachers keep track of what students have done in each content area

PROGRAM MATERIALS AND COST

- Teacher manual, parent materials, community guide, student assessment tools
- Set of lessons for each grade, K-6
- Materials available in Spanish
- Chart detailing core concepts and health skills provides overview of objectives and gives summary of behavior outcomes
- Cost per 25 students: $299 per grade, or $1,743 for K-6 set

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Click on program title to see ratings.

Heartwood: An Ethics Curriculum for Children: 1996
Grades: PreK-6*

Eleanore Childs, Esq.
The Heartwood Institute
425 North Craig St. Suite 302
Pittsburgh, PA 15213
Phone: 412/688-8570
Web site: *www.heartwoodethics.org*

**Only the preK-4 materials were available for this review.*

PROGRAM PURPOSE

The Heartwood curriculum has 28 lessons per year. The multicultural literature-based ethics program promotes courage, loyalty, justice, respect, hope, honesty, and love.

SEL INSTRUCTION

The program provides skill practice in several SEL competencies through such creative instructional strategies as reflective journaling. Students develop a sense of personal responsibility by practicing being fair and courageous. Students have consistent opportunities to demonstrate respect for others through such activities as visiting a nursing home.

DISTINCTIVE FEATURES

Promotion of academic achievement: This program can be suitably taught in a reading or language arts course, and there are specific interdisciplinary activity ideas in every lesson.

EVALUATION RESULTS

One published study examined the impact of Heartwood on students in grades 1-6 during a five-year period. The majority of participants were Caucasian. Relative to the control group, fourth- through sixth-graders who participated in the program demonstrated gains at post-test on an unspecified 16-item behavior rating scale.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Parents regularly informed about curricular content through letters that introduce each ethical theme and encourage parent-child discussions of those themes
- Program promotes community participation through regular use of classroom guest speakers and by having students contribute to their communities

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Strongly recommended seven-hour on-site workshop ($75 per person or $750 per group plus trainer expenses; $1,000 per group with inclusion of reusable school kit)
- On-site follow-up support services ($225 plus expenses for half day), including consultation on program planning, implementation, evaluation, and coordination with other programs; and classroom observation

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Heartwood: An Ethics Curriculum for Children: 1996
Grades: PreK-6

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PROGRAM MATERIALS AND COST

- Teacher manual, parent materials
- Sets of lessons for grades preK, K-1, 1-2, 2-3, 3-4, 4-5, and 5-6
- Cost per 25 students: $395

EVALUATION SOURCES

Leming, J. S. (2000). Tell me a story: An evaluation of a literature-based character education program. *Journal of Moral Education, 29,* 413-427.

Leming, J. S., & Silva, D. Y. (2001). *A five year follow-up evaluation of the effects of the Heartwood Ethics Curriculum on the development of children's character.* University Center, MI: Saginaw Valley State University, College of Education.

Here's Looking at You: 1999
Grades K-12

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Evanston, IL 60201
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E-mail: *info@unitedlearning.com*
Web site: *www.unitedlearning.com*

PROGRAM PURPOSE

Here's Looking at You is a comprehensive substance abuse prevention program with 15-33 lessons per year designed to reduce risk factors correlated with teenage drug use. The program promotes social skills, as well as students' bonds with families and the community. There is broad coverage of substance abuse and citizenship.

SEL INSTRUCTION

The program emphasizes transfer of skills from the classroom to students' lives, especially analyzing situations, refusing peer pressure to use drugs, and seeking help related to drug issues.

EVALUATION RESULTS

One unpublished study of Here's Looking at You tracked two cohorts of students through two years of intervention (no follow-up). Behavioral outcomes were mixed. Within the fourth-fifth-grade cohort, comparison group students reported significantly higher substance use at post-test, while students participating in the intervention reported about the same level of substance use. Students in the fifth-sixth-grade cohort reported significantly higher substance use at post-test, regardless of whether they participated in the intervention. While the number of intervention group students in both cohorts who reported having developed a refusal plan increased significantly over the course of the study, only the fourth-fifth-grade students in the intervention group were more likely than comparison group students to report having used their refusal plans.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Frequent interactive parent-child homework assignments, and biannual parent letters informing parents about what their children are learning.

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Strongly recommended six-hour on-site workshop ($2,500 per group of 50 plus trainer expenses)
- On-site follow-up support services ($2,500 per day plus expenses), including consultation on program planning, implementation, evaluation, and coordination with other curricula

Implementation guidelines:

- Guidelines for adapting lessons for slow learners

Student assessment:

- Traditional and performance assessments, including pre- and post-measures for testing substance abuse knowledge; videotaping of students practicing skills followed by personalized feedback; projects and presentations

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Here's Looking at You: 1999
Grades K-12

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PROGRAM MATERIALS AND COST

- Teacher manual, student workbooks, audio-visuals, parent materials, student assessment tools
- Sets of lessons for grades K-1, 2, 3, 4, 5, 6, 7-9, 10-12
- Scope and sequence chart with lesson titles, objectives, and designated learning components for each grade
- Cost per 25 students: $1,170 (materials can be shared across classes)

High/Scope Educational Approach for Preschool and Primary Grades: 1995, 1997 Grades PreK-3*

Gavin Haque, Program Manager
High/Scope Educational Research Foundation
600 N. River St.
Ypsilanti, MI 48198-2892
Phone: 734/485-2000
Web site: www.highscope.org/curele.htm

Designated a "CASEL Select" program in this review. Also designated a "Promising" program by the Office of Juvenile Justice Delinquency Prevention (OJJDP), "Promising-Level 2 (Risk Prevention)" by the U.S. Surgeon General, and an "Effective" program by the Substance Abuse and Mental Health Services Administration (SAMHSA).

** Only the preschool materials were available for this review.*

PROGRAM PURPOSE

The High/Scope program for preschoolers creates a learning environment where young children naturally engage in 58 "key experience" activities that foster development of important skills and abilities. These include creative representation, language and literacy, initiative and social relations, movement, music, classification, seriation, number, space, and time. The conceptually- and empirically-based framework is based on five key principles: (1) active learning; (2) supporting children's initiative and understanding their actions; (3) a child-friendly, inviting and home-like learning environment; (4) a consistent daily routine; and (5) ongoing child assessment.

SEL INSTRUCTION

All five categories of SEL competencies are addressed in the program's 58 "key experiences." Relationship management is supported through having fun with language, beginning writing and reading, participating in group routines, and experiencing collaborative play. Self-awareness is supported through expressing feelings. Social awareness is supported through being sensitive to the needs and feelings of others. Self-management is supported through exploring materials and planning, doing, and reviewing. Responsible decision making is supported through making choices and solving problems.

DISTINCTIVE FEATURES

Promotion of academic achievement: The program uses developmentally appropriate learning areas, materials, and instructional methods, and provides experiences to enhance children's school readiness skills.
Sensitivity to diversity: Printed materials use high-quality photos depicting people of various ages, genders, and cultures.

EVALUATION RESULTS

There have been two published long-term evaluations of the High/Scope Preschool Program. One study followed 123 African American children to age 27; this study compared children who at age 3 had been randomly assigned to the two-year High/Scope active learning program or a non-program control group. Findings at age 27 were that, relative to the control group, the High/Scope group had higher monthly incomes, were more likely to own homes, were more likely to have completed 12th grade, and were significantly less likely to have been arrested. High/Scope females were more likely to be married, and less likely to have had children out of wedlock. At age 19, the High/Scope group had higher general literacy. At age 14 they scored higher on school achievement tests. Over time, the High/Scope group spent less time in special education programs. Cost-benefit analysis estimates that the High/Scope preschool program saves the public $7.16 for every dollar spent.

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EVALUATION RESULTS (CONT.)

The second High/Scope study followed children who were living in poverty prior to the study to the age of 23; at age 3, 68 children had been randomly assigned to one of three conditions (two-year High/Scope model, traditional Nursery School model, or Direct Instruction model in which teachers directed student activities). Findings from the study indicated that the High/Scope model group and the Nursery School model group had better outcomes relative to the Direct Instruction model group, with fewer arrests and fewer years of special education.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Team-based and school-wide instructional approach
- Collaborative development of instructional plans and implementation of daily activities
- Family involvement promoted through home visits by program implementers, recruitment of family volunteers, regular notes and newsletters, and periodic reports to families on their children's progress, strengths, and weaknesses based on weekly observations

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Strongly recommended two-day on-site workshop ($170 per person)
- Also available: weeklong summer institute ($475 per person), four-week course ($2,850 per person), and seven-week training of trainers ($6,000 per person)
- On-site follow-up support services ($950 per day plus expenses), including consultation on program planning, implementation, evaluation, and coordination with other curricula; classroom observation; and advanced training

Implementation guidelines & tools:

- Child Observation Record (COR) available in software or pencil-and-paper versions, used in conjunction with Program Implementation Profile (PIP) to rate many aspects of program implementation on a scale of 1-5
- Guidance for establishing high-interest learning areas such as sand and water, blocks, house, art, music and movement, and computer areas

Student assessment:

- Student progress assessed by means of weekly observations

PROGRAM MATERIALS AND COST

- Teacher manual and study guide
- Child Observation Record (COR) with manual, anecdotal note cards, and key experience forms; parent report forms; and poster
- Cost per 25 students: none (fees for equipment and manipulatives vary)

EVALUATION SOURCES

Schweinhart, L. J., Barnes, H. V., & Weikart, D. P. (1993). *Significant benefits: The High/Scope Perry Preschool Study through age 27* (High/Scope Educational Research Foundation Monographs No. 10). Ypsilanti, MI: High Scope Press.

Schweinhart, L. J., & Weikart, D. P. (1997). *Lasting differences: The High/Scope Preschool Curriculum Comparison Study through age 23* (High/Scope Educational Research Foundation Monographs No. 12). Ypsilanti, MI: High Scope Press.

Click on program title to see ratings.

I Can Problem Solve (ICPS): 1992
Grades PreK-5

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245 N. 15th St. MS 626
Philadelphia, PA 19102
Phone: 215/762-7205
Publisher (Research Press) Phone: 1-800/519-2707
E-mail: *mshure@drexel.edu*
Web site: *www.researchpress.com*

Designated a "CASEL Select" program in this review. Also designated a "Promising" program by the U.S. Department of Education (USED) and the Substance Abuse and Mental Health Services Administration (SAMHSA), and "Promising-Level 2 (Risk Prevention)" by the U.S. Surgeon General (USSG). Raising a Thinking Child *parenting program designated "Exemplary" by the Office of Juvenile Justice Delinquency Prevention (OJJDP).*

PROGRAM PURPOSE

I Can Problem Solve is an interpersonal problem-solving curriculum with 59-83 lessons per year designed to prevent anti-social behaviors and help children learn to generate solutions to everyday problems, consider others' points of view and possible consequences of an act, and arrive at nonviolent solutions to conflict.

SEL INSTRUCTION

The curriculum provides extensive guided practice in using the skills needed to resolve conflicts constructively (e.g., recognizing and labeling emotions in oneself, considering the other's perspective, and generating alternative solutions before acting). The program makes good use of role-plays and dialoguing between students and teachers to facilitate the children's ability to successfully negotiate solutions to real-life conflicts arising in the classroom.

DISTINCTIVE FEATURES

Promotion of academic achievement: "Curriculum ideas" sections include academic activities for different subject areas to reinforce SEL skills.
Students with special needs: Especially effective for children ages 4-5, from poor, urban backgrounds who may be at highest risk.

EVALUATION RESULTS

Nine studies (five published, four unpublished) have evaluated ICPS. Some studied the program's impact on African American, low-SES children. At least one (unpublished) study evaluated the impact of a two-year intervention with a three-year follow-up. Findings indicate that ICPS improves children's behavior as observed by teachers and reflected in peer acceptance, consequential thinking skills, and academic achievement test scores (though these disappeared by the second year of follow-up). Results suggest that ICPS is most effective in children who receive two years of intervention.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- ◇ Informational resources for parents of preschoolers that explain how to use the ICPS model at home
- ◇ Parent workshops not standard, but available to the school for a fee
- ◇ Parent workbook, Raising a Thinking Child, which helps reinforce classroom skills at home, available for a fee

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PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Optional one- to three-day on-site workshop ($1,000 per day plus trainer expenses)
- On-site follow-up support services (negotiated fees), including consultation on program planning, implementation, and evaluation; classroom observation; and parent education

PROGRAM MATERIALS AND COST

- Teacher manual and parent materials
- Lessons grouped by grades preK, K-3, 4-6
- Cost per 25 students: $40

EVALUATION SOURCES

Aberson, B. (1986). *I Can Problem Solve (ICPS): A cognitive training program for kindergarten children.* Miami, FL: Dade County Public Schools.

Allen, R. (1978). *An investigatory study of the effects of a cognitive approach to interpersonal problem-solving on the behavior of emotionally upset psychosocially deprived preschool children.* Unpublished doctoral dissertation, Union Graduate School, Washington D.C.

Feis, C. L., & Simons, C. (1985). Training preschool children in interpersonal cognitive problem-solving skills: A replication. *Prevention in Human Services, 3,* 59-70.

Shure, M. B. (1993). *Final report: Interpersonal problem solving and prevention.* Philadelphia: Hahnemann University.

Shure, M. B., & Healey, K. N. (1993, August). *Interpersonal problem solving and prevention in urban 5th and 6th grade school children.* Paper presented at the meeting of the American Psychological Association, Toronto, Canada.

Shure, M. B., & Spivack, G. (1978). *Problem-solving techniques in childrearing.* San Francisco: Jossey-Bass.

Shure, M. B., & Spivack, G. (1979). Interpersonal cognitive problem solving and primary prevention: Programming for preschool and kindergarten children. *Journal of Clinical Child Psychology, 2,* 89-94.

Shure, M. B., & Spivack, G. (1982). Interpersonal problem-solving in young children: A cognitive approach to prevention. *American Journal of Community Psychology, 10,* 341-356.

Shure, M. B., & Spivack, G. (1980). Interpersonal problem solving as a mediator of behavioral adjustment in preschool and kindergarten children. *Journal of Applied Developmental Psychology, 1,* 29-44.

Weddle, K. D., & Williams, F. (1993). *Implementing and assessing the effectiveness of the Interpersonal Cognitive Problem-Solving Curriculum (ICPS) in four experimental and four control classrooms.* Memphis, TN: Memphis State University.

Click on program title to see ratings.

Know Your Body: 2000
Grades K-6

American Health Foundation
Kendall/Hunt Publishing Company
4050 Westmark Drive
Dubuque, Iowa 52004-1840
Phone: 800/228-0810
E-mail: *LZenner@kendallhunt.com*
Web site: *www.kendallhunt.com*

Designated a "CASEL Select" program in this review.

PROGRAM PURPOSE

Know Your Body is a skills-based comprehensive health education curriculum with 49 lessons per year covering health topics such as nutrition, exercise, safety, disease prevention, consumer health issues, dental care, HIV/AIDS, substance abuse, and violence prevention, as well as citizenship topics.

SEL INSTRUCTION

SEL instruction is organized around five "core skills"—self-esteem, decision making, communication, goal setting, and stress management—with emphasis on critical thinking about advertising and other influences on health decisions. Noteworthy instructional strategies include behavioral contracting, self-monitoring via student journals, and frequent projects in every grade that promote advocacy on health-related issues.

EVALUATION RESULTS

Six published studies involving Caucasian, African American and Latino students in grades 1-9 have evaluated Know Your Body. At least one of these included more than 1,000 participants. In the longest study, students received four to five years of intervention. Four studies reported improved health outcomes, including reduced smoking at three- and five-year follow-ups and reduced cholesterol at post-test and follow-up. Five studies reported reduced blood pressure at post-test and follow-up. Other nutritional and fitness gains varied by study.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Sample letters for parents with every module
- Activity designed to promote interaction with parents included with most lessons
- Frequent use of community members as guest speakers
- Assignments and projects involving students interacting with community members

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Strongly recommended one- to two-day on-site workshop ($325-$350 per person for two days)
- On-site follow-up support services ($35-$50 per hour or $300-$500 per day plus expenses), including consultation on program planning, implementation, evaluation, and coordination with other curricula; classroom observation; and advanced training

Student assessment:

- Performance assessment book and CD-ROM includes scoring matrices for every grade

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Know Your Body: 2000
Grades K-6

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PROGRAM MATERIALS AND COST

- Teacher manual, student books, parent materials, and student assessment tools
- Set of lessons for each grade
- Scope and sequence chart shows how different modules satisfy criteria for the National Health Education Standards and New Standards™ Primary Literacy Standards
- Cost per 25 students: $299

EVALUATION SOURCES

Resnicow, K., Cohn, L., Reinhardt, J., Cross, D., Futterman, R., Kirschner, E., et al. (1992). A three-year evaluation of the Know Your Body program in inner-city schoolchildren. *Health Education Quarterly, 19,* 463-480.

Resnicow, K., Cross, D., LaCosse, J., & Nichols, P. (1993). Evaluation of school-site cardiovascular risk factor screening intervention. *Preventive Medicine, 22,* 838-856.

Resnicow, K., Cross, D., & Wynder, E. (1993). The Know Your Body program: A review of evaluation studies. *Bulletin of the New York Academy of Medicine, 70,* 188-207.

Taggart, V. S., Bush, P. J., Zuckerman, A. E., & Theiss, P. K. (1990). A process evaluation of the District of Columbia "Know Your Body" Project. *Journal of School Health, 60,* 60-66.

Click on program title to see ratings.

Learning about Alcohol and Other Drugs: 1995 Grades K-12

CASPAR Youth Services
162 Highland Ave.
Somerville, MA 02143
Phone: 617/623-2080
E-mail: *information@casparyouth.org*
Web site: *www.casparyouth.org*

PROGRAM PURPOSE

Learning about Alcohol and Other Drugs is a comprehensive substance abuse curriculum, with 4-22 lessons per year, that includes Learning About Alcohol (K-6), Learning About Drugs (K-6), which was not available at the time of this review, and Learning About Alcohol and Other Drugs (7-8 and 9-12). The curricula focus on self-respect, healthy decision making, and the power of choice. The curricula provide information on the dangers of alcohol and drug use, and teach students skills for making healthy decisions and taking responsibility for their actions.

SEL INSTRUCTION

The program provides opportunities for extensive practice and application of refusal strategies and recognizing and understanding influences (e.g., media, peer pressure) on decisions concerning alcohol and other drugs.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Sample letters to parents, sample outline for parent night presentation, and frequent homework assignments involving family members

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Strongly recommended two-day on-site workshop ($1,800 per group of 15); however, program is designed to enable teachers to implement without formal training
- On-site support services ($100 per hour), including consultation on program planning, implementation, evaluation, and coordination with other curricula; classroom observation; and advanced training
- Additional information about training opportunities available at: 617/623-2080

Implementation supports:

- Materials that help teachers identify and support children who are dealing with alcoholism in their families

PROGRAM MATERIALS AND COST

- Teacher manual, audio-visuals, parent materials
- Set of lessons for every grade from K-8; combined set for grades 9-12
- Cost per 25 students: $175

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Click on program title to see ratings.

Learning for Life: 1991-1997
Grades K-12

Peggy Chestnutt
Learning for Life
1325 West Walnut Hill Lane
Irving, TX 75015-2079
Phone: 972/580-2000
E-mail: *pchestnu@netbsa.org*
Web site: *www.learning-for-life.org*

Designated a "CASEL Select" program in this review.

PROGRAM PURPOSE

Learning for Life is a general social skills program with 35-60 lessons per year designed to prepare students to successfully handle the challenges of today's society and enhance their self-confidence, motivation, and self-esteem. Citizenship is addressed through lessons on environmental, social, and other community issues with occasional participation in service-learning activities.

SEL INSTRUCTION

Students have many opportunities to demonstrate respect for others beyond the lesson through, for example, participating in projects that care for the environment, and being kind to a "secret pal" for a week. They practice goal setting in the context of thinking about careers. Other examples of guided skill practice include reflecting on one's feelings when cheated, becoming aware of social stereotypes, and using a problem-solving model to deal with simulated moral dilemmas.

DISTINCTIVE FEATURES

Promotion of academic achievement: The academic content of lessons is often substantive, but lessons are meant to be curriculum supplements in different content areas, not replacements for core curricula. Many lessons foster development of school readiness skills (map reading, number sense, etc.) and job readiness skills, as well as career exploration and educational preparedness activities.

EVALUATION RESULTS

One unpublished study evaluated the effects of this program in an eight-week intervention with second-, fourth-, and sixth-grade students in urban, suburban, and rural areas. Based on teacher reports, students who participated in the program demonstrated significant improvements in social and emotional learning and academic behavioral outcomes at post-test compared to a control group. Second- and sixth-graders were observed to have improved classroom behavior, respect for peers, sense of caring about others, and decision making. Second-, fourth-, and sixth-graders were observed to participate more in class. There was no follow-up. These findings were based on a summary of the original study, which did not include reports on tests of statistical significance.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Parental involvement section at the end of each lesson provides teachers with ideas for at-home activities that they can suggest to parents
- Community representatives attend career seminars in the school and serve as student mentors
- Students plan and participate in community service projects

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Learning for Life: 1991-1997
Grades K-12

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PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Required 2.5-hour on-site workshop (fee not specified)
- On-site follow-up support services include classroom observation (fees vary)

Implementation tools:

- Program assessment tools, including tool for teacher assessment of students, student questionnaire, scanning software, and scanning services, available for purchase

PROGRAM MATERIALS AND COST

- Teacher manual, student workbooks, and parent materials
- Sets of lessons for grades K-2, 3-4, 5-6, 7-8, and 9-12
- Alternative special needs curriculum available
- Cost per 25 students: $350

EVALUATION SOURCE

Syndics Research Corporation & Ryan, K. (2000). *Character building with Learning for Life*. Irving, TX: Learning for Life.

Click on program title to see ratings.

Life Skills Training: 1998-99
Grades 3-9

Princeton University Press
115 Wall St.
Princeton, NJ 08540
Phone: 800/636-3415
E-mail: *PHPinfo@aol.com*
Web site: *www.lifeskillstraining.com*

Designated an "Effective" program by the National Institute on Drug Abuse (NIDA) and the Centers for Disease Control and Prevention (CDC), an "Exemplary" program by the U.S. Department of Education (USED), a "Model" program by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the Substance Abuse and Mental Health Services Administration (SAMHSA), and a "Model-Level 2 (Risk Prevention)" program by the U.S. Surgeon General (USSG).

PROGRAM PURPOSE

Life Skills Training is a substance abuse prevention (tobacco, alcohol, and other drugs) and competency enhancement program with 8-12 lessons per year designed to address the underlying causes of substance use. The program teaches a combination of health information, general life skills, and drug resistance skills. In addition to substance abuse prevention, it also addresses violence prevention.

SEL INSTRUCTION

The program provides consistent guided practice in managing emotions (using relaxation techniques and deep breathing), analyzing situations, and refusal skills. Students recognize persuasive tactics and experience peer pressure during a group conformity experiment and then practice using a refusal model to resist these influences. The program also addresses anger management, conflict resolution, and communication skills.

EVALUATION RESULTS

Eleven published studies have evaluated Life Skills Training. Study participants have included Caucasian, African American, and Latino students in grades 7-10, and some studies have had samples of more than 1,000 students. In the longest evaluation, students received three years of intervention. Results suggest that Life Skills Training increases refusal assertiveness and decreases tobacco, alcohol, marijuana, and other drug use in seventh- through 10th-grade students. Many of these effects persisted at a three-year follow-up.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Letters regularly sent to parents advising them on how they can complement and reinforce lessons taught in class

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Strongly recommended two-day on-site workshop ($200 per person plus trainer expenses)
- On-site follow-up support services ($500 per day plus expenses), including consultation on program planning, implementation, and evaluation; and classroom observation and feedback

Evaluation tools:

- Pre- and post-test tool for assessing the program's impact, the Life Skills Training Health Survey, provided free of charge

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PROGRAM MATERIALS AND COST

- Teacher manual, student workbooks, audio-visuals, and parent letters
- Sets of lessons for grades 3-4, 4-5, 5-6, and 6-9
- Cost per 25 students: $225

EVALUATION SOURCES

Botvin, G. J., Baker, E., Botvin, E. M., Filazzola, A. D., & Millman, R. B. (1984). Prevention of alcohol misuse through the development of personal and social competence: A pilot study. *Journal of Studies on Alcohol, 45,* 550-552.

Botvin, G. J., Baker, E., Dusenbury, L., Botvin, E. M., & Diaz, T. (1995). Long-term follow-up results of a randomized drug abuse prevention trial in a white middle-class population. *Journal of the American Medical Association, 273,* 1106-1112.

Botvin, G. J., Baker, E., Dusenbury, L., Tortu, S., & Botvin, E. M. (1990). Preventing adolescent drug abuse through a multimodal cognitive-behavioral approach: Results of a 3-year study. *Journal of Consulting and Clinical Psychology, 58,* 437-446.

Botvin, G. J., Baker, E., Renick, N. L., Filazzola, A. D., & Botvin, E. M. (1984). A cognitive-behavioral approach to substance abuse prevention. *Addictive Behaviors, 9,* 137-147.

Botvin, G. J., Batson, H. W., Witts-Vitale, S., Bess, V., Baker, E., & Dusenbury, L. (1989). A psychosocial approach to smoking prevention in urban black youth. *Public Health Reports, 104,* 573-582.

Botvin, G. J., Dusenbury, L., Baker, E., James-Ortiz, S., & Botvin, E. M. (1992). Smoking prevention among urban minority youth: Assessing effects on outcome and mediating variables. *Health Psychology, 11,* 290-299.

Botvin, G. J., Dusenbury, L., Baker, E., James-Ortiz, S., & Kerner, J. (1989). A skills training approach to smoking prevention among hispanic youth. *Journal of Behavioral Medicine, 12,* 279-295.

Botvin, G. J., & Eng, A. (1982). The efficacy of a multicomponent approach to the prevention of cigarette smoking. *Preventive Medicine, 11,* 199-211.

Botvin, G. J., Eng, A., & Williams, C. L. (1980). Preventing the onset of cigarette smoking through Life Skills Training. *Preventive Medicine, 9,* 135-143.

Botvin, G. J., Epstein, J. A., Baker, E., Diaz, T., & Ifill-Williams, M. (1997). School-based drug abuse prevention with inner-city minority youth. *Journal of Child & Adolescent Substance Abuse, 6,* 5-19.

Botvin, G. J., Renick, N. L., & Baker, E. (1983). The effects of scheduling format and booster sessions on a broad-spectrum psychosocial approach to smoking prevention. *Journal of Behavioral Medicine, 6,* 359-379.

Botvin, G. J., Schinke, S. P., Epstein, J. A., & Diaz, T. (1994). Effectiveness of culturally focused and generic skills training approaches to alcohol and drug abuse prevention among minority youth. *Psychology of Addictive Behaviors, 8,* 116-127.

Click on program title to see ratings.

Lions-Quest ("Skills" series): 1992, 1995, 1998, 2001
Grades K-12

Lions Clubs International Foundation
300 W. 22nd Street
Oak Brook, IL 60523-8842
Phone: 800/446-2700; 630/571-5466
E-mail: *info@lions-quest.edu*
Web site: *www.lions-quest.org*

Designated a "CASEL Select" program in this review. Skills for Adolescence has been designated an "Effective" program by the Substance Abuse and Mental Health Services Administration (SAMHSA) and a "Promising" program by the U.S. Department of Education (USED).

PROGRAM PURPOSE

This series of curricula focuses on character education, service-learning, and violence and substance abuse prevention. Lions-Quest programs are designed to help students develop the behaviors and skills needed to become healthy and capable adults. With 64-103 lessons per year, this series includes Skills for Growing (K-5), Skills for Adolescence (6-8), and Skills for Action (9-12). The series provides broad coverage of substance abuse prevention, violence prevention, and citizenship.

SEL INSTRUCTION

Students have ample opportunities to practice and apply a wide range of skills. They identify their anger management style; practice perspective taking in conflict situations; identify the special qualities that different kinds of people bring to friendships; use self-talk to manage their emotions; set and work toward achieving goals; and practice using five keys to effective listening, a five-step decision-making model, and three steps for effective refusals. The program particularly emphasizes development of positive values such as honesty, self-discipline, respect for others, and the importance of friends and family. Through service-learning projects, students have opportunities to reflect on their talents and contributions.

EVALUATION RESULTS

Eight unpublished studies have evaluated Lions-Quest. Participants included Caucasian, African American, and Latino students in grades K-12. The longest study lasted 12 months. The longest follow-up was also 12 months. Compared to controls, students who participated in the program had higher grade point averages, higher grades in English and math, and fewer school suspensions. Students who participated in the program also had higher levels of self-reported life skills and lower levels of teacher-reported misconduct than students in the comparison groups. At post-test and follow-up, students who participated in the program and who were non-users at baseline reported lower lifetime and 30-day alcohol use, 30-day binge drinking, 30-day cigarette use, lifetime marijuana use, and current beer, liquor, and chewing tobacco use (relative to baseline non-users in the comparison groups).

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Provides structure for creating a school-wide climate committee comprised of faculty, administrators and other staff, students, parents, and community members
- Promotes family involvement by including sample letters to parents, frequent homework assignments involving family members, and a separate book for parents of early adolescents
- Service-learning projects provide strong basis for school-community partnerships
- Guest speakers and assignments involving student interaction with community

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PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Required two-day on-site workshop ($6,500 per group plus trainer expenses)
- On-site follow-up support services ($2,995 plus trainer expenses), including consultation on program planning, implementation, and evaluation; direct observation and coaching of teachers; and advanced training

Student assessment:

- Tools for student assessment include end-of-unit traditional tests (high school curriculum) and guidelines for assessing service-learning projects, student portfolios, and journals

PROGRAM MATERIALS AND COST

- Teacher manual, student workbook, audio-visuals, parent materials, implementation guide, student assessment tools, guide to community involvement
- Set of lessons for every grade from K-5 and for grades 6-8, 9-12
- Skills for Adolescence also available in Spanish
- Scope and sequence charts include program objectives for each grade
- Cost per 25 students: $50-$125

EVALUATION SOURCES

Eisen, M., Zellman, G., Massett, H., & Murray, D. (2000). *Evaluating the Lions-Quest "Skills For Adolescence" drug education program: First year behavior outcomes.* Manuscript submitted for publication.

Report for U.S. Department of Education Expert Panel on Safe, Disciplined, and Drug-Free Schools. (n.d.). Newark, OH: Quest International.

Laird, M. (1992). *Evaluation of Lions-Quest "Skills for Adolescence" program: An analysis of students' attitudes, use patterns, and knowledge about harmful drugs.* Newark, OH: Quest International.

Laird, M., & Black, S. (n.d.). *Service-Learning Evaluation Project: Program effects for at-risk students.* Newark, OH: Quest International.

Laird, M., & Syropoulos, M. (n.d.). *An evaluation of Lions-Quest's Skills for Adolescence (Year 2).* Newark, OH: Quest International.

Laird, M., & Syropoulos, M. (with Black, S.) (n.d.). *An evaluation of Lions-Quest's Skills for Adolescence.* Newark, OH: Quest International.

Click on program title to see ratings.

Literacy and Values: 1996-1999
Grades K-12

John Bluthardt
Voices of Love and Freedom
51 Sewall Ave.
Brookline, MA 02446
Phone: 617/232-1184
E-mail: *VLFBoston@aol.com*
Web site: *www.aboutvlf.com*

PROGRAM PURPOSE

Literacy and Values is a supplemental, multicultural, literature-based character education program consisting of 30-50 lessons each year. The program uses high-quality literature to improve literacy (reading comprehension and writing skills) and SEL skills. The program also promotes good citizenship, with suggestions for community service projects, and addresses violence prevention through teaching conflict resolution.

SEL INSTRUCTION

The program emphasizes communication skills. Students are consistently asked to write essays, poems, and letters, and adopt the perspectives of others through frequent role-plays of characters from books. Background information relevant to the culture portrayed is included with each story and built into the discussions. Many stories tackle issues of prejudice and discrimination directly. The program uses a variety of strategies, including guided and interactive writing activities, service-learning, and small group work, to incorporate information and skills.

DISTINCTIVE FEATURES

Promotion of academic achievement: The program is intended to be integrated into an existing language arts or reading course. It incorporates many language arts activities: listening and speaking skills; reading and reading comprehension strategies; and writing skills. In addition, lessons often include math, science, and geography activities. The program will work with schools to develop a multicultural/lingual approach to instruction.

Students with special needs: Many resources include information on adapting the curriculum to meet the needs of diverse learners.

Sensitivity to diversity: Materials depict characters from various racial and ethnic backgrounds in a variety of settings.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

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Literacy and Values: 1996-1999
Grades K-12

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SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Training for school counselors and nurses to reinforce program concepts school-wide
- School-wide activities
- Interactive activities involving family members, occasional invitations to family members to participate in school activities, and letters that inform families about each theme
- Service-learning projects offer students the chance to apply program values and skills in their communities

Note: Many of the strategies for school-wide, family, and community involvement described here and taken into consideration in rating Literacy and Values on the CASEL rating criteria (see Program Ratings Table) are marketed as a separate program by the developer. This separate, but related, product is called the Voices School Design Program. Educators should be aware that implementation of this add-on program requires extensive on-site technical assistance. Schools wishing to implement it to complement classroom SEL instruction will incur additional charges not reflected in the materials cost information reported for Literacy and Values.

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Optional one-day on-site workshop ($750 per group of 30)
- On-site follow-up support services ($750 per day), including consultation on program planning, implementation, evaluation, and coordination with other curricula; classroom observation; and advanced training

Student assessment:

- Writing, drawing, and other performance assessments come with teacher's guide
- Teachers meet with students individually to give them feedback on their writing

PROGRAM MATERIALS AND COST

- Teacher manual, implementation guide, student assessment tools, and parent letters
- Set of lessons for each grade, K-12
- Many materials available in Spanish
- Scope and sequence chart matching specific language and character education skills with literature titles for different grades
- Cost per 25 students: $175-$500

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Click on program title to see ratings.

Mediation in the Schools: 1994
Grades K-12

National Resource Center for Youth Mediation
P.O. Box 25044
Albuquerque, NM 87125-5044
Phone: 800/249-6884
E-mail: *nmcdr@igc.org*
Web site: *www.nmcdr.org*

PROGRAM PURPOSE

Mediation in the Schools is a series of conflict resolution/peer mediation programs with 13-23 lessons per year, including Resolving Conflict (K-3), Lessons in Conflict Resolution (4-6), Managing Conflict (7-12) and Training and Implementation Guide for Student Mediation Programs (elementary and secondary). The program is designed to help students understand factors contributing to conflict, and to provide them with skills needed to solve conflicts effectively and peacefully.

SEL INSTRUCTION

Students have consistent opportunities to practice and apply a variety of SEL skills, including anger management, listening to and understanding others' perspectives, assertive communication, analyzing conflict situations, and negotiating resolutions to conflicts. Teachers are provided with suggestions for following up and reinforcing instructional content throughout the school day.

DISTINCTIVE FEATURES

Students with special needs: A curriculum tailored for adolescents in youth correctional facilities also is available.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Provides structure to implement school-wide peer mediation program, including selection and training of mediators, an outline for an all-staff program orientation, and ongoing promotion of the mediation program via assemblies and other means

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Strongly recommended three-day workshop offered at national training center ($400 per person)
- On-site follow-up support services (negotiated fee), including consultation on program planning, implementation, evaluation, and coordination with other curricula; classroom observation; and advanced training

PROGRAM MATERIALS AND COST

- Teacher manual and implementation guide (student mediation training and implementation guide also available in Spanish)
- Sets of lessons for K-3, 4-6 and 7-12
- Cost per 25 students: $35

Me-Me Drug and Alcohol Prevention Program: 1993 Grades K-6

Artie Kearney
ME-ME Inc.
3610 W. Spencer St. Suite 102
Appleton, WI 54914
Phone: 920/735-0114

PROGRAM PURPOSE

Me-Me Drug and Alcohol Prevention Program is a substance abuse prevention program with 21-32 lessons per year (plus 15 additional activities without a specific grade designation for the primary and intermediate grades). Instructional time is about one hour per week. The program is designed to build student self-esteem and sense of personal responsibility, and help students resist peer pressure, perform well in school, and be good citizens. The substance abuse component extends throughout the program, with comprehensive drug information included.

SEL INSTRUCTION

Respecting others is emphasized through student practice of caring for and complimenting others, helping others overcome their fears, and helping out in the community. Students regularly practice relationship-building skills during group work and by demonstrating kindness as a way of getting to know others. Students learn to analyze situations by reflecting on what influences their behavior. Skills to resist peer pressure and make responsible decisions are covered.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Required six-hour on-site workshop ($1,000 plus trainer expenses for group of 25)
- On-site follow-up support (fee unavailable) includes classroom visits to provide technical assistance and teacher observation and feedback

Implementation tools:

- Checklist provided for program liaison to assist with implementation monitoring (e.g., to determine how frequently each teacher implements program elements)

PROGRAM MATERIALS AND COST

- Teacher manual, drug information guide, implementation monitoring tools, and student assessment tools
- Set of lessons for each grade, K-6
- Cost per 25 students: $63

Click on program title to see ratings.

Metropolitan Area Child Study (MACS): 1991
Grades 2-3 & 5-6

Dr. Patrick Tolan
University of Illinois, Chicago
Institute for Juvenile Research (M/C 747)
840 S. Wood St.
Chicago, IL 60612
Phone: 312/413-1893
E-mail: *tolan@uic.edu*

PROGRAM PURPOSE

The Metropolitan Area Child Study is a theoretically-based social skills development program for elementary students consisting of three components: Yes I Can, a 20-lesson per year curriculum for use in the general classroom, and two other components (family intervention and intensive peer group training) available for students identified as at-risk for developing anti-social behavior. The program is designed to build students' self-understanding and connections to others to help them differentiate between right and wrong and to develop their social skills. The program also touches on violence prevention topics such as identifying alternatives to fighting and managing anger.

SEL INSTRUCTION

The program emphasizes developing and maintaining friendships, with opportunities to practice being kind, respectful, and honest; initiating conversations and listening; and recognizing one's own and others' feelings.

EVALUATION RESULTS

One published study evaluated the Metropolitan Area Child Study with more than 1,000 high-risk African American and Latino students in grades 2, 3, 5, and 6 during one nine-month school year. Findings suggest the intervention produces significant social and emotional outcome gains, including reduced aggression and improved academic achievement in intervention vs. comparison group.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- The family component is a 22-week intervention for parents of students identified as high-risk for developing anti-social behavior. Weekly small group or individual sessions cover topics such as family problem solving, communication, and conflict resolution skills. The component is designed to improve family functioning, and student school performance and behavior.

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Required workshop of 3-10 days offered on site ($2,500 for the first day, $1,500 for the next five days, negotiated rate for any additional days)
- On-site follow-up support services ($250 per hour), including consultation on program planning, implementation, evaluation, and coordination with other curricula

PROGRAM MATERIALS AND COST

- Teacher manual, student workbooks
- Sets of lessons for grades 2, 3, 5, and 6 are to be implemented in two grades, either second and fifth or third and sixth.
- Optional components (peer group training manual and family intervention manual) used with youth at risk for developing anti-social behavior
- Cost per 25 students: $200

EVALUATION SOURCES

Metropolitan Area Child Study Research Group (2002). A cognitive-ecological approach to preventing aggression in urban settings: Initial outcomes for high-risk children. *Journal of Consulting and Clinical Psychology, 70*, 179-194.

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Click on program title to see ratings.

Michigan Model for Comprehensive School Health Education: 1995 Grades K-12

John A. Frisch, Director
Central Michigan University
Educational Materials Center
139 Combined Services Building
Mount Pleasant, MI 48859
Phone: 800/214-8961
E-mail: *frisc1ja@cmich.edu*
Web site: *www.emc.cmich.edu*

Designated a "CASEL Select" program in this review. Also designated a "Promising" program by the U.S. Department of Education (USED).

PROGRAM PURPOSE

The Michigan Model is a comprehensive health education curriculum with 43-58 lessons per year that extensively address health topics including relationships, safety, emotions, physical senses, pollution, exercise, and nutrition. Substance abuse and smoking prevention also are addressed thoroughly, with units at each grade level. The program includes violence prevention lessons throughout the elementary grades and two complete modules for grades 7-8 and 9-12 that cover conflict resolution skills and safety in violent situations, sexual harassment, and abusive relationships. There are also modules in grades 7-8 and 9-12 on tobacco and alcohol, nutrition, physical activity, and HIV/AIDS. In addition, healthy sexual development is covered.

SEL INSTRUCTION

SEL instruction is particularly strong in the areas of goal setting and building relationships. Students identify goals, carry out plans to achieve their goals, and track their progress in many topic areas covered in the lessons. They frequently practice skills involved with building relationships, such as expressing appreciation and engaging in effective teamwork.

EVALUATION RESULTS

One published study of the Michigan Model, involving more than 1,000 Caucasian fifth- to ninth-graders, reported significantly improved health outcomes for students receiving the intervention for two years relative to a comparison group. These included less increase in cigarette, alcohol, marijuana, cocaine, and other drug use at posttest. At a 12th-grade follow-up, girls in the intervention group demonstrated significantly less increase in cocaine use than girls in the comparison group.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Family resource sheets, letters to send home to families, use of family members as class assistants, and homework activities that involve parents
- Agendas, materials, activities with handouts, and worksheets to support family meetings

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Strongly recommended five-day training of trainers offered on site ($400 per person plus trainer expenses)
- On-site support services ($25-$100 per hour), including consultation on program planning, implementation, evaluation, and coordination with other curricula; classroom observation; and advanced training

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Michigan Model for Comprehensive School Health Education: 1995
Grades K-12

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PROGRAM MATERIALS AND COST

- Teacher manual, student activity sheets, and parent resource sheets
- Set of lessons for each grade K-6 and modules for grades 7-8 and 9-12
- Colorful scope and sequence chart indicating topics by health content area and grade
- Cost per 25 students: $100-$778

EVALUATION SOURCES

Shope, J.T., Marcoux, B., & Thompson, J. (1990). *Summary of results of an evaluation of the substance abuse lessons in the Michigan Model.* Mount Pleasant: Central Michigan University.

Resnicow, K., Cross, D., LaCosse, J., & Nichols, P. (1993). Evaluation of school-site cardiovascular risk factor screening intervention. *Preventive Medicine, 22,* 838-856.

Shope, J., Copeland, L., Kamp, M., & Lang, S. (1998). Twelfth grade follow-up of the effectiveness of a middle school-based substance abuse prevention program. *Journal of Drug Education, 28,* 185-197.

Shope, J., Copeland, L., Marcoux, B., & Kamp, M. (1996). Effectiveness of a school-based substance abuse prevention program. *Journal of Drug Education, 26,* 323-337.

Missouri Comprehensive Guidance Model: 1998 Grades K-12

University of Missouri-Columbia
Instructional Materials Laboratory
2316 Industrial Drive
Columbia, MO 65202
Phone: 800/669-2465
Web site: *www.iml.coe.missouri.edu*

PROGRAM PURPOSE

Missouri Comprehensive Guidance Model is a curriculum of 100-112 lessons per year taught by guidance counselors. The program focuses on career exploration and planning, with modules on substance abuse, relationships, communication, and conflict resolution. The program also provides an efficient way for guidance counselors to provide a large number of students with basic skills (e.g., planning course work) and to identify students who may need additional counseling services.

SEL INSTRUCTION

The program provides students with opportunities to practice describing their feelings in various situations; assess their strengths and weaknesses; role-play the perspectives of others; experience what it feels like to be disabled; assess the risks associated with decisions to be made; set short- and long-term goals related to improvement of study skills, completion of course work related to career interests, and a community service project; use a problem-solving model; practice assertive communication; and practice the steps of negotiation.

DISTINCTIVE FEATURES

Promotion of academic achievement: The program regularly covers basic academic readiness skills (study skills, use of time, etc.), and each module has a unit on career exploration. Lessons are cross-referenced with Missouri state standards for different subject areas.

Students with special needs: Some instructions are provided for using the program with students in special education settings.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Strongly recommended one- to two-day on-site workshop for arranged fees plus trainer expenses
- On-site follow-up support services ($1,000 per day plus expenses), including consultation on program planning, implementation, and evaluation; and advanced training

Implementation guidelines and tools:

- Basic model can be adapted for use in states other than Missouri
- Extensive guidelines for program implementation, including a section on program evaluation (tied to state standards) and observation forms for evaluators to document teaching effectiveness
- Some instructions for using the program with students in special education settings provided

PROGRAM MATERIALS AND COST

- Teacher manual, student workbooks (9-12), implementation guide
- Sets of lessons for K-3, 4-6, 6-9, 9-12
- Cost per 25 students: $124

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Click on program title to see ratings

No Putdowns: 1997
Grades K-8*

Maralee Martin
3049 East Genesee St.
Syracuse, NY 13224
Phone: 800/561-4571 or 315/251-1400
E-mail: noputdowns@contactsyracuse.org
Web site: www.noputdowns.org

**A middle/junior high school curriculum is available, but was not included in this review.*

PROGRAM PURPOSE

No Putdowns is a school-wide character education curriculum of 50 lessons per year addressing violence prevention, character development, substance abuse prevention, and life skills promotion. There is broad coverage of violence prevention, with emphasis on reducing verbal violence and building positive communication skills.

SEL INSTRUCTION

Managing emotions is consistently applied beyond the lesson. Students use breathing exercises to "stay cool" in stressful situations. The program also stresses treating others respectfully and building positive relationships. Guided practice of relationship building includes having students explore their expectations of friendship and work cooperatively.

EVALUATION RESULTS

One unpublished evaluation study of No Putdowns involving more than 1,000 K-6 students of unspecified ethnicity and an unreported intervention period reported reduced fighting at post-test in the intervention school as compared to the control school.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- School-wide coordination modules for each grade
- Coordinator oversees school-wide aspects of the program
- Staff, building administration, and faculty encouraged to participate
- Family involvement promoted through informational parent letters and guidelines
- Building coordinator receives outline for leading two-hour parent training session

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Optional two-hour on-site workshop ($400 per group plus trainer expenses)
- On-site follow-up support services (negotiable fees), including consultation on program planning, implementation, and coordination with other curricula

PROGRAM MATERIALS AND COST

- Teacher manual, parent materials
- Set of lessons for every grade, K-6
- Scope and sequence chart describing how skills develop across grades
- Cost per 25 students: $29-$40

EVALUATION SOURCE

Williams, K. (2000). *Does reducing putdowns actually reduce violence? An analysis of the No Putdowns Program at a rural and an urban elementary school.* Cazenovia, NY: SUNY Cortland.

Our Whole Lives: 1999
Grades K-1, 4-12

Unitarian Universalist Association
25 Beacon St.
Boston, MA 02108
Phone: 800/215-9076
Fax: 617/723-4805
Web site: *www.uua.org/owl*

PROGRAM PURPOSE

Our Whole Lives is a sexuality education curriculum with 8-39 lessons per year developed by the Unitarian Universalist Association for use in secular contexts. (UUA also publishes a faith-based version.) There is broad coverage of healthy sexual development, including age-appropriate coverage of body image, gender roles, reproduction, healthy relationships, and safe sex practices.

SEL INSTRUCTION

The program provides extensive in-class practice in identifying the feelings of others in various situations and analyzing situational and societal factors that influence decision making. There is a strong emphasis on challenging stereotypes with regard to family structure, sexual orientation, and gender roles.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Required parent orientation session
- Extensive structure for family involvement in elementary grades, including interactive homework assignments, parent support groups, and the option for parents to home-school their children using program materials

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Two- to three-day workshop offered regionally ($250 per person)

PROGRAM MATERIALS AND COST

- Teacher manual, audio-visuals, parent materials
- Sets of lessons for grades K-1, 4-6, 7-9, 10-12
- Cost per 25 students: $54

Overcoming Obstacles: 2000
Grades 6–12

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Community for Education Foundation
111 John St. Suite 1801
New York, NY 10038
Phone: 888/840-9606 or 212/406-7488
Web site: *www.overcomingobstacles.org*

PROGRAM PURPOSE

Overcoming Obstacles has 63-82 lessons per year and is designed to increase students' motivation, goal orientation, and community-mindedness through teaching relevant life skills. There is broad coverage of citizenship through student participation in service-learning projects.

SEL INSTRUCTION

The program stresses the "4th R" (relevant skills) and features communication, decision making, and goal setting as core skills. Students use decision making to plan study time and organize relevant materials for each class. In addition to these core skills, SEL instruction emphasizes the recognition and appropriate expression of emotions, making commitments, being accountable for one's actions, and respecting others. An extensive service-learning component gives students opportunities to apply their skills while serving their communities.

DISTINCTIVE FEATURES

Promotion of academic achievement: This curriculum regularly attends to the development of effective study skills and report-writing skills; provides students with help in understanding their own learning style; and, at the high school level, helps students prepare for college and employment.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Well-structured service-learning component in each grade
- Frequent guest speakers
- Assignments involving student participation within the community

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Strongly recommended two- to three-day on-site workshop ($450 per person; includes a copy of the curriculum)
- On-site follow-up support services include classroom observation (call for fees)
- Each lesson plan includes questions to assess students' knowledge
- Service projects and other assignments

PROGRAM MATERIALS AND COST

- Teacher manual, student assessment tools
- One set of lessons each for middle and high school grades
- Cost per 25 students: $150 (included in training)

Click on program title to see ratings.

Parents Under Construction: 1992
Grades PreK-12

Janet Pozmantier
ChildBuilders
7000 Regency Square #230
Houston, TX 77036
Phone: 713/783-8470
E-mail: *jpozm@aol.com*
Web site: *www.childbuilders.org*

PROGRAM PURPOSE

Parents Under Construction is a curriculum with 11-13 lessons per year designed to teach students good parenting skills. Students learn about healthy child development and positive discipline techniques. While not providing broad coverage of violence prevention, the program does address the verbal and physical abuse of children and parent-child conflict resolution.

SEL INSTRUCTION

Through role-plays and other activities, students imagine they are parents and learn to identify their own and their child's feelings to provide better care. They also practice assertive communication skills and non-violent conflict resolution.

EVALUATION RESULTS

One unpublished study of Parents Under Construction involved Caucasian, African American, and Latino students in grades 4-12 who received an intervention lasting several weeks. There were no significant behavioral differences at post-test between those who did and not receive the intervention. At a one-year follow-up, teachers (but not students) reported significant increases in pro-social behaviors among students who had received the intervention.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Curriculum materials include parent letters for each unit, lesson activities designed to elicit parental involvement, and guidelines for conducting parent meetings

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Strongly recommended one-day on-site workshop ($75-$125 per person, depending on grade, plus $10 materials fee)
- On-site follow-up support services (negotiated fee), including consultation on program planning, implementation, evaluation, and coordination with other curricula; and classroom observation

PROGRAM MATERIALS AND COST

- Teacher manual, student workbooks, audio-visuals, parent materials, community guide, implementation guide
- Sets of lessons for preK, K-3, 4-6, 7-12
- Materials also available in Spanish
- Cost per 25 students: included in cost of training

EVALUATION SOURCES

Backscheider, A., & Hawkins, J. (2001). *Teaching children parenting skills: A final evaluation of the Parents Under Construction program—4-6 and 7-12 curriculum at one year.* Houston, TX.

Hawkins, J., & Backscheider, A. (2001). *Teaching children and their parents parenting skills: A preliminary evaluation of the Parents Under Construction program—4-6th grade parent/child curriculum.* Houston, TX.

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Click on program title to see ratings.

The Passport Program: 1998
Grades 1-12

Anne Wendel
Research Press, Inc.
P.O. Box 9177
Champaign, IL 61826
Phone: 800/519-2707
E-mail: *rp@researchpress.com*
Web site: *www.researchpress.com*

PROGRAM PURPOSE

In 16-20 lessons per year, this program, based on Rational-Emotive Behavioral Therapy (REBT), helps students deal with the challenges and problems of growing up, develop greater self-confidence and self-acceptance by challenging irrational beliefs, and manage their emotional responses.

SEL INSTRUCTION

Students have many opportunities to use self-talk to manage emotions and thoughts that affect their emotions in situations beyond the lesson. They chart their feelings (e.g., anxiety, stress, anger, happiness) over time and analyze their precursors. They also learn to recognize their strengths and weaknesses and use this information in making responsible decisions and solving problems.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Optional one-day on-site workshop ($2,000-$2,500 per group plus trainer expenses)

PROGRAM MATERIALS AND COST

- Teacher manual, parent letters
- Sets of lessons for grades 1-5, 6-8, 9-12
- Cost per 25 students: $40

PATHS (Promoting Alternative THinking Strategies): 1994 Grades K-6

Channing Bete Company, Inc.
One Community Place
South Deerfield, MA 01373-0200
Phone: 877/896-8532
E-mail: *PrevSci@channing-bete.com*
Web site: *www.preventionscience.com*

Designated a "CASEL Select" program in this review. Also designated a "Model" program by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the Substance Abuse and Mental Health Services Administration (SAMHSA), a "Promising" program by the U.S. Department of Education (USED), and a "Promising-Level 2 (Risk Prevention)" program by the U.S. Surgeon General (USSG).

PROGRAM PURPOSE

The PATHS curriculum provides 30-45 lessons per year designed to promote social and emotional competence, prevent violence, aggression, and other behavior problems, improve critical thinking skills, and enhance the classroom climate. There is broad coverage of violence prevention and citizenship.

SEL INSTRUCTION

Students have many opportunities to practice identifying a wide range of feelings and their associated bodily sensations, calming themselves through breathing techniques, and taking others' perspectives while solving interpersonal problems using an 11-step model. Consistent opportunities are provided for students to apply many of these competencies beyond the lesson. Creative instructional strategies include meetings to resolve conflicts that arise during class.

DISTINCTIVE FEATURES

Promotion of academic achievement: Primarily in grade 5, the program addresses student study skills and work habits, such as classroom listening, organization and planning skills, attention span, and academic goal setting. Students also are encouraged to apply problem-solving skills to various academic content areas.

EVALUATION RESULTS

Two published studies and one unpublished study have evaluated PATHS. The length of the intervention was up to one academic year; the longest follow-up was four to five years. Samples included first- through sixth-grade African American and Caucasian students, as well as deaf children and students with special needs. Positive academic outcomes at post-test include significant improvements in reading comprehension among deaf children at all grade levels, and higher scores on the Mazes subtest of the WISC-R among fourth- through sixth-grade deaf children. Positive SEL outcomes include reduced aggression and hyperactive-disruptive behavior (as rated by peers) among first-graders in regular education classes and more positive teacher-rated behaviors related to emotional adjustment, lower teacher-rated behavioral impulsivity, and higher parent-rated social competence among deaf children in grades 1-6. Observers in the study of first-graders in regular education also rated intervention classrooms as more positive (children following rules, appropriately expressing emotions, showing interest and enthusiasm, and staying on task) than control group classrooms. At follow-up, teachers reported less increase in problem behaviors among special needs students who participated in the program than special needs students in the comparison group over the five-year period of study.

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PATHS (Promoting Alternative THinking Strategies): 1994 Grades K-6

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SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Parent handbook contains informational letters and parent-child interactive activities
- Instructional manual for teachers on how to involve parents

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Strongly recommended two-day on-site workshop ($3,000 per group plus trainer expenses)
- On-site follow-up support services ($1,500 per day), including consultation on program planning, implementation, evaluation, and coordination with other curricula; classroom observation; and advanced training
- For professional development information, contact Carol Kusché at 206/323-6688

Implementation tools:

- Tools for documenting integrity of program implementation (including observation of classroom instruction), to be completed by PATHS coordinator
- Tools to help educators assess program impacts on students

PROGRAM MATERIALS AND COST

- Teacher manual, parent materials, implementation guide
- Sets of lessons for grades K, 1-6, and K-6
- Cost per 25 students: $159-$679

EVALUATION SOURCES

Conduct Problems Prevention Research Group (1999). Initial impact of the Fast Track prevention trial for conduct problems: II. Classroom effects. *Journal of Consulting and Clinical Psychology, 67,* 648-657.

Greenberg, M.T., & Kusché, C.A. (1998). Preventive intervention for school-aged deaf children: The PATHS curriculum. *Journal of Deaf Studies and Deaf Education, 3,* 49-63.

Kam, C., Greenberg, M.T., and Kusché, C.A. (1999, April). *Measuring long-term program effects of the PATHS curriculum using individual growth curve analysis.* Poster presented at the Biennial meeting of the Society for Research on Child Development, Albuquerque, NM.

PeaceBuilders®: 1998
Grades K-5

Jane Gulibon
Heart Springs, Inc.
P.O. Box 12158
Tucson, AZ 85732
Phone: 520/322-9977 or 877/4 Peace Now
Web site: *www.peacebuilders.com*

Designated a "Promising" program by the U.S. Department of Education (USED).

PROGRAM PURPOSE

PeaceBuilders® is a school-wide climate shift program, with eight lesson plans, that focuses on preventing violence and aggressive acts, such as bullying and fighting. The program seeks to transform school communities into safe, peaceful, and productive places for students and faculty.

SEL INSTRUCTION

Instruction focuses on relationship skills such as praise, acknowledgement of healthy behaviors, taking responsibility for causing hurt, and being helpful. Most of the learning takes place outside of formal lessons. Students learn to take responsibility for creating a peaceful climate at school and home. Teachers and other staff are instructed to coach students and model the skills and behaviors, rather than simply disciplining students.

EVALUATION RESULTS

One published study evaluated PeaceBuilders® over one academic school year (nine months). Participants included Caucasians and Latinos in grades K-5. Relative to a comparison group, students who participated in the program reported significant reductions at post-test in their overall rate of visits to the school nurse, rate of visits due to fighting-related injuries, and rate of visits due to non-fighting-related injuries.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Extensive guidance for school-wide coordination, including training of teachers and non-teaching staff, and pocket guides to help reinforce program concepts in cafeteria, bus, and after-school programs
- Separate family program complements school program and includes sample letters to families and student book to be used with parents

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Required four hours of direct training for individuals and 1.5 days of training for trainers on site ($1,750 for groups of 60 in direct training, and $250 for up to four participants in train-the-trainer)
- On-site follow-up support services ($80 per hour), including consultation on program planning, implementation, evaluation, and coordination with other curricula; and classroom observation

Implementation guidelines and tools:

- Implementation guide includes planner with step-by-step instructions, checklists for classroom implementation, and evaluation tools, including tools for principals to assess classroom implementation

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PeaceBuilders®: 1998 Grades K-5

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PROGRAM MATERIALS AND COST

- Teacher resource pack, student books, audio-visuals, parent materials, implementation guide
- Set of eight lesson plans for use with all grades, including instructions for reinforcing program concepts beyond the lesson
- Some materials also available in Spanish
- Cost per 25 students: $200

EVALUATION SOURCE

Krug, E. G., Brener, N. D., Dahlberg, L. L., Ryan, G. W., & Powell, K. E. (1997). The impact of an elementary school-based violence prevention program on visits to the school nurse. *American Journal of Preventive Medicine, 13*, 459-463.

Peace Works: 1996-1999
Grades PreK-12

Peace Education Foundation
1900 Biscayne Boulevard
Miami, FL 33132-1025
Phone: 800/749-8838
Web site: *www.peaceeducation.com*

Designated a "CASEL Select" program in this review.

PROGRAM PURPOSE

Peace Works is a collection of grade-level-specific conflict resolution curricula—Peacemaking Skills for Little Kids (preK-2), Peace Scholars (3-4), Creative Conflict Solving for Kids (5), Creating Peace, Building Community (6,7), Fighting Fair (8), and Win!Win! (9-12)—offering 16-48 lessons per year. There is also a peer mediation training component starting at fourth grade and going through high school. Based on Marzano's Dimensions of Learning, the program seeks to improve the school and classroom learning environment. There is broad coverage of violence prevention and citizenship.

SEL INSTRUCTION

The curriculum particularly emphasizes taking responsibility for one's words and actions, managing anger and stress, respecting others, and negotiating conflicts. Students also practice setting goals and monitoring their progress. Cooperative learning groups ("villages") provide the structure in which students learn and practice these skills, and students also apply many skills to real life situations through the peer mediation component.

DISTINCTIVE FEATURES

Promotion of academic achievement: One part of this preK-12 program is Peace Scholars, which uses literature to teach and reinforce SEL, as well as improve literacy skills. Kindergarten also has a literature-based component.

EVALUATION RESULTS

One unpublished study with two cohorts of third- and sixth-graders evaluated Peace Works. The intervention took place over a school year, with no follow-up. Students were from schools with predominantly Latino and African American populations. Positive effects included decreased teacher-reported aggressive, disruptive, and antisocial behavior and increased teacher-reported interpersonal, self-management, and academic skills. However, positive outcomes were not consistent across cohorts; students in the control groups also exhibited similar positive outcomes; and there is no direct comparison of treatment vs. control groups. Positive findings for one of the control groups, however, may have been because the teacher implemented Peace Works without the researchers' knowledge.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- School-wide coordination via staff development of teachers and administrators; separate component for bus drivers
- Separate family component helps parents learn conflict resolution strategies and practice them with their children

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PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Strongly recommended one- to three-day on-site workshop ($100-$295, includes copy of participant's grade-level curriculum)
- On-site follow-up support services ($500 per day), including consultation on program planning, implementation, evaluation, and coordination with other curricula; classroom observation; and advanced training (groups of 25)

PROGRAM MATERIALS AND COST

- Teacher manual, student books, audio-visuals, parent materials
- Grades 3 and 4 require a set of books for literature-based curricula
- Set of lessons for every grade from 1-8; sets of lessons for grades preK-K and 9-12
- Most materials, including posters and audio-cassettes, available in Spanish; some materials also available in French
- Scope and sequence charts for most grades that refer to lessons by program components
- Cost per 25 students: $25-$30 (included in cost of training)

EVALUATION SOURCES

Lacey, C. H., & LeBlanc, P. R. (2001, April). *What we know about making peace work.* Paper presented at the American Educational Research Association, Seattle, WA.

Leblanc, P. & Lacey, C. (2000). *Evaluation report on the Allegany Foundation Grant "Making peace work in the Miami-Dade County Public Schools."* Miami, FL: Peace Education Foundation.

Leblanc, P. & Lacey, C. (2001). *Evaluation report on the Allegany Foundation Grant "Making peace work in the Miami-Dade County Public Schools."* Miami, FL: Peace Education Foundation.

Positive Action: 1989, 1992, 1995
Grades K-12

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Positive Action Company
264 Fourth Ave. South
Twin Falls, ID 83301
Phone: 800/345-2974
E-mail: *info@positiveaction.net*
Web site: *www.positiveaction.net*

Designated a "Promising" program by the U.S. Department of Education (USED) and a "Model" program by the Substance Abuse and Mental Health Services Administration (SAMHSA).

PROGRAM PURPOSE

The Positive Action program has 77-140 lessons per year designed to promote self-esteem and a positive environment conducive to teaching and learning. Broad coverage of substance abuse prevention is provided through drug education supplements for fifth and sixth grades. Broad coverage of general health promotion is also provided through a unit each year that covers such topics as diet, exercise, hygiene, dental health, adequate sleep, and disease prevention.

SEL INSTRUCTION

The program teaches and reinforces the concept that in the physical, intellectual, and social-emotional areas, positive thoughts lead to positive actions, which lead to positive feelings. Children have opportunities to practice accurately assessing their physical, intellectual, and emotional strengths and weaknesses, setting and achieving self-improvement goals, and getting along with others by treating them the way they like to be treated.

EVALUATION RESULTS

One unpublished study of 1,070 students in first through sixth grades evaluated Positive Action. After a three-month intervention, positive behavioral outcomes were reduced episodes of tardiness, with no effects on absenteeism. Academic outcomes were also mixed, with intervention students experiencing significantly greater gains over control group students in reading (grades 2 and 4) but significantly lower gains (grade 2) or no difference (grade 4) in math achievement.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- All grades work on same units
- School assemblies and other events support school-wide coordination
- Administrator's guide shows how principals and support staff can reinforce program concepts from within their respective roles
- Parent manual includes specific ideas for parents to reinforce program concepts at home
- Parent & Community Kits include specific suggestions for ways in which families can get involved in community service and community members can serve or support children

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PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Strongly recommended on-site workshop of three hours to 1.5 days ($600 per group plus trainer expenses)
- On-site follow-up support services ($800 per day), including consultation on program planning, implementation, evaluation, and coordination with other curricula; and classroom observation

Implementation tools and supports:

- Parent & Community Kits include specific suggestions for forming community advisory committee
- Program provides a Weekly Implementation Report, a teacher implementation self-monitoring tool (cumulative data from this tool compiled on an Assessment Survey Form also provided by program)

PROGRAM MATERIALS AND COST

- Teacher manual, student books, audio-visuals, parent materials, implementation guide, guide to community involvement
- Set of lessons for every grade
- Middle school drug education curriculum may be taught over one or two years
- Scope and sequence chart with lesson numbers and objectives
- Other materials include posters, positive reinforcement stickers, and student activity booklets
- Cost per 25 students: $520

EVALUATION SOURCE

Stephenson, D. (1979). *Evaluation of the Twin Falls Primary Positive Action Program.* Twin Falls, ID: University of Southern Idaho.

Prime Time: A Comprehensive Drug Education Program: 1991
Grades K-12

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Carson, CA 90745
Phone: 800/662-9662
E-mail: *Jalmarpress@att.net*
Web site: *www.jalmarpress.com*

PROGRAM PURPOSE

Prime Time takes a "no-use" approach to drug prevention. Its 20-49 lessons per year are designed to provide students with accurate drug information and help them develop personal and social competencies.

SEL INSTRUCTION

Students practice and apply a number of competencies beyond the lesson, including analyzing normative and other situational influences on decisions related to drug use; identifying and managing stress; taking responsibility for making health-promoting choices; and managing time wisely. Responsible decision making in the face of opposing social peer pressure is practiced in the context of substance-use prevention.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Parents take part in regular interactive parent-child activities

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- No information on professional development was available to CASEL

PROGRAM MATERIALS AND COST

- Teacher manual
- Reproducible activity sheets
- Set of lessons for every grade from K-6, and a set for middle- and high-school grades
- Scope and sequence chart lists lessons and competencies they address
- Cost per 25 students: $80

Productive Conflict Resolution Program: A Whole School Approach: 1997, 1998 Grades K-12

Randy Compton
School Mediation Center
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Boulder, CO 80301
Phone: 303/444-7671
E-mail: *rcompton@schoolmediationcenter.org*
Web site: *www.schoolmediationcenter.org*

Designated a "CASEL Select" program in this review.

PROGRAM PURPOSE

The Productive Conflict Resolution Program includes 32-69 lessons per year and aims to empower students to resolve conflicts without resorting to violence, develop their emotional intelligence, enable them to uphold social justice, become responsible citizens, and participate in creating a caring and cooperative school environment. Broad multiyear coverage of violence prevention includes peer mediation training, understanding conflict, and the role of media in perceptions of violence and bullying.

SEL INSTRUCTION

Students are provided with consistent opportunities to exercise responsibility through developing and making commitments to follow ground rules. Through the "forgiveness and reconciliation" unit, they learn to respect others and build community. Other lessons focus on analyzing media and other behavioral influences, managing anger, and negotiating resolutions to conflicts with the help of peer mediators. The program uses a Native American tradition called the Council Circle to teach group problem solving.

EVALUATION RESULTS

Two unpublished studies have evaluated Productive Conflict Resolution with elementary (grades 4-5), middle (6-8) and high school (9-12) populations. At post-test, findings suggested that students trained as peer mediators had better perspective-taking skills and competency in dealing with conflict, were more likely to help others, and experienced reductions in personal conflict. Students who participated in the general conflict training curriculum also showed reductions in personal conflict and an increased tendency to help others, though these effects were not as strong as for the peer mediators. With high school students, the general curriculum also reduced aggression in participating students; with elementary and middle school programs this effect was evident only for the mediators (and not students in the general curriculum program). One of the studies (in which there was considerable contamination across experimental and control groups) showed a reduction in drinking and minor theft following the program, and an increased ability to resist negative peer influences. There has been no follow-up study that meets CASEL's criteria.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Materials include short guide on school-wide implementation called "Steps in Creating a Whole School Approach"
- School-family partnerships promoted by sending parents weekly information about what is being taught and ideas for reinforcing concepts at home

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Productive Conflict Resolution Program: A Whole School Approach: 1997, 1998
Grades K-12

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PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Strongly recommended two- to four-day, whole-school on-site workshop ($10,000-$25,000 per school, with supplemental grant funding for schools available)
- On-site follow-up support services (included in cost of training), including consultation on program planning, implementation, evaluation, and coordination with other curricula; classroom observation; and advanced training
- Graduate classes and conferences (reduced fee or no cost)

Implementation tools:

- Year-end data collection tool schools can use to assess program impacts

Student assessment:

- Frequent journaling activities complemented by regular guidelines for teachers on using journal activities and portfolios to assess student understanding
- Observer checklist (graded by peers) and Cooperative Group Evaluation results also included

PROGRAM MATERIALS AND COST

- Teacher manual, parent materials, implementation guide, and student assessment tools
- Sets of lessons for K-2, 3-5, 6-8, and 9-12
- Cost per 25 students: $45

EVALUATION SOURCES

Greenwald, D. (1987). Conflict Resolution in the Schools: Final evaluation report. Boulder, CO: The Colorado School Mediation Project.

Jones, T. (1997). *Comprehensive Peer Mediation Evaluation Project: Preliminary final report.* Unpublished manuscript. Philadelphia, PA: Temple University.

Click on program title to see ratings.

Project ACHIEVE: 2001
Grades PreK-8

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Web site: *www.coedu.usf.edu/projectachieve*

Designated a "CASEL Select" program in this review. Also designated a "Model" program by the Substance Abuse and Mental Health Services Administration (SAMHSA).

PROGRAM PURPOSE

Project ACHIEVE's Schoolwide Positive Behavioral Program and School Safety component includes the Stop and Think Social Skills curriculum, which consists of 20 sequenced "core" and "advanced" skills. The program is designed to promote social skills, conflict resolution, academic achievement, and a positive school climate.

SEL INSTRUCTION

Interpersonal problem solving and conflict resolution skills are presented each year, including Dealing with Teasing, Dealing with Losing, Dealing with Being Left Out, Dealing with Anger, Walking Away from a Fight, Dealing with Accusations, and Dealing with Another's Anger. Students are provided with consistent opportunities to apply these skills throughout the school day with the support of teacher feedback.

DISTINCTIVE FEATURES

Promotion of academic achievement: Students learn to ignore distractions in the classroom, follow directions from the teacher, ask for help when stumped on class work, listen attentively during class, and monitor their own success in carrying out academic activities. While no academic content is taught, the skills taught are intended to be utilized throughout the school day.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes. However, the program has been designated a "Model" program by the Substance Abuse and Mental Health Services Administration (SAMHSA).

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Materials provide guidance for school-wide transfer of the program
- Teaching, School Climate, School Discipline, and Safety Teams made up of staff from all areas of the school

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PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Strongly recommended training model includes two-day workshop followed by one-day on-site consultation after implementation period of four to six weeks ($1,500 per day plus trainer expenses and duplication of workshop materials)
- On-site follow-up support services ($1,500 per day plus trainer expenses), including consultation on program planning, implementation, evaluation, and coordination with other curricula; classroom observation; and advanced training of trainers (groups of 20-25)

Implementation tools:

- Tools for teachers to reflect on program implementation, as well as evaluation forms for others to use in observing classroom teaching and program outcomes

PROGRAM MATERIALS AND COST

- Teacher manual, implementation guide, posters and signs, student assessment materials
- Sets of lessons for grades preK-1, 2-3, 4-5, 6-8
- Cost per 25 students: $125

Click on program title to see ratings.

Project ALERT: 1995
Grades 6-8

BEST Foundation for a Drug-Free Tomorrow
725 S. Figueroa St. Suite 970
Los Angeles, CA 90017-5462
Phone: 800/253-7810
E-mail: *info@projectalert.best.org*
Web site: *www.projectalert.best.org*

Designated an "Exemplary" program by the U.S. Department of Education (USED) and a "Model" program by the Substance Abuse and Mental Health Services Administration (SAMHSA).

PROGRAM PURPOSE

In 14 lessons over a two-year period, Project ALERT offers broad, multiyear coverage of substance abuse prevention. It focuses on reducing initiation and regular use of the drugs most commonly used by adolescents (tobacco, alcohol, marijuana, and inhalants). The program provides information on the physical and emotional costs of using these drugs, and practice in the skills needed to identify and resist social pressures to use them.

SEL INSTRUCTION

Students receive consistent in-class practice in identifying and analyzing external and internal pressures (the "do it" and "don't do it" voices) to engage in risky behaviors. They practice refusing both in situations where they are pressured to engage in risky behaviors, such as taking drugs, and in situations where they may be tempted to act irresponsibly (e.g., cutting class, shoplifting, cheating, disobeying parents). Creative instructional strategies include using specially trained high school students to assist with classroom instruction and serve as "drug-free" role models.

EVALUATION RESULTS

One large published study involving 6,527 seventh- and eighth-graders evaluated Project ALERT. Students also completed follow-up surveys in the 10th and 12th grades. Among baseline cigarette users and experimenters, those who participated in the program demonstrated a significant reduction in self-reported smoking compared to students in the comparison group at eighth-grade post-test. In addition, for baseline cigarette experimenters, students participating in the program demonstrated a significant increase in quitting over students in the comparison group at eighth-grade post-test.

Among baseline alcohol non-users, students participating in the program were less likely to initiate alcohol use, and reported lower levels of current alcohol use compared to students in the comparison group at seventh-grade post-test. Among baseline experimental drinkers, students participating in the program reduced current levels of alcohol use more than students in the comparison group at eighth-grade post-test.

Among baseline non-users, students in the program were less likely to start smoking marijuana and reported lower levels of current use of marijuana at eighth-grade post-test. One negative finding was that students who were regular smokers at the seventh-grade pre-test showed a greater increase in smoking at the time of the post-test, compared to controls. Another negative finding was that students who participated in the program with teen leaders reported higher levels of alcohol use than students in the comparison group at 10-month follow-up. All behavioral effects (positive and negative) disappeared by the 12th grade.

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PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Required seven-hour workshop offered either at a pre-scheduled workshop or with online training ($150 per person); on-line teacher training demonstration available on program's web site
- On-site follow-up support services ($50 per hour or $500 per day plus expenses), including consultation on program planning and implementation
- Free program revisions, web-based newsletters, online faculty advisor, and student survey

Implementation supports:

- Program provides a curriculum fidelity instrument (downloadable from program web site) that enables overall assessment of program implementation, and also includes a form for an administrator to use to record and provide feedback to teachers on curriculum delivery

PROGRAM MATERIALS AND COST

- Teacher manual, audio-visuals, parent materials, implementation guide
- Set of lessons for every grade from 6-8
- Scope and sequence chart describes lesson objectives and steps to achieve them
- Cost per 25 students: included in cost of training

EVALUATION SOURCES

Ellickson, P. L. & Bell, R. M. (1990). Drug prevention in junior high: A multi-site longitudinal test. *Science, 247,* 1299-1305.

Ellickson, P. L., Bell, R. M., & McGuigan, K. (1993). Preventing adolescent drug use: Long-term results of a junior high program. *American Journal of Public Health, 83,* 856-861.

Project Charlie: 1993
Grades K-12

Marion London
6425 Nicollet Ave. South
Richfield, MN 55423
Phone: 800/279-5437
E-mail: *mlondon@storefront.org*
Web site: *www.storefront.org*

PROGRAM PURPOSE

The Project Charlie curricula aim to establish a partnership between the school and family to teach children pro-social skills, attitudes, and knowledge essential to healthful living. There are six related programs with 18-72 lessons per year on substance abuse prevention, violence prevention, physical- and sexual-abuse prevention, school-family activities, and student service leadership. The school-family components can be implemented either in conjunction with the violence prevention program or separately.

SEL INSTRUCTION

In class, students practice identifying their uniqueness and strengths, understanding the effects of stereotypes and discrimination, identifying who influences them and how, and asking for help. They also learn conflict resolution skills and anger management.

EVALUATION RESULTS

One unpublished study evaluated Project Charlie for one year. Students studied were Caucasian and African-Caribbean third- through sixth-graders living in England. Relative to a comparison group, students who received Project Charlie in the fifth or sixth grade were significantly less likely at a three-year follow-up to have used tobacco and taken illegal or illicit drugs. These findings are, however, compromised by the inclusion in the subset analyses of some students in the experimental group who did not receive a pre-test and additional control students for whom there are neither pre-test nor post-test data.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Program uses joint parent-student activities in Home Team program component, and also provides sample parent letters to promote family involvement
- Student service leadership component for middle- and high-school years, in which students are trained to teach Project Charlie lessons to elementary school students, provides students with an opportunity for community service and promotes coordination of the program school-wide

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Strongly recommended six-hour on-site workshop ($150 per person or $1,000 per group plus trainer expenses)
- On-site follow-up support services ($75-$100 per hour), including consultation on program planning, implementation, evaluation, and coordination with other curricula; classroom observation; and advanced training

Student assessment:

- Student assessment forms provided to evaluate whether students achieve the lesson outcome and can apply the skill appropriately

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Project Charlie: 1993
Grades K-12

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PROGRAM MATERIALS AND COST

- Teacher manual, student worksheets, audio-visuals, and parent materials
- Sets of lessons for K-3, 4-6 (physical/sexual abuse prevention and substance abuse prevention programs)
- Sets of lessons for K-3, 4-6, 9-12 (violence prevention program)
- Set of lessons for 7-12 (student service-learning)
- Substance abuse prevention program also available in Spanish
- Cost per 25 students: $100

EVALUATION SOURCES

McGurk, H., & Hurry, J. (1995). *Project Charlie: An evaluation of a life skills drug education programme for primary schools.* London: Central Drugs Prevention Unit.

London, M. (1999). *Safe, disciplined, and drug free schools programs for review: Project Charlie narrative.* Richfield, MN: Storefront Group.

Project Northland: 1996 Grades 6–8*

Hazelden Publishing & Education
P.O. Box 176
Center City, MN 55012-0176
Phone: 800/328-0098
Web site: www.hazelden.org

Designated an "Exemplary" program by the U.S. Department of Education (USED), a "Model" program by the Substance Abuse and Mental Health Services Administration (SAMHSA), and a "Promising" program by the Office of Juvenile Justice Delinquency Prevention (OJJDP).

**A recently published 11th-grade curriculum, Class Action, was not available for inclusion in this review.*

PROGRAM PURPOSE

Project Northland is a brief (6-8 lessons per year) substance abuse prevention curriculum for middle-school students. The program focuses on alcohol because of its status as a "gateway" drug that can lead to the use of other drugs. It promotes collaboration between school and family to reach students at the age when they are most likely to try alcohol. The sixth-grade curriculum consists of activities for students to do at home with their parents. The seventh-grade curriculum is classroom-based. The eighth-grade curriculum includes a community project.

SEL INSTRUCTION

Students have many opportunities to practice identifying how they would feel in various situations and describing the perspectives of others, including their parents, on the issue of alcohol use. They also practice identifying various pressures to use alcohol. These include peer pressure, advertising techniques, and community influences. In addition to in-lesson practice using situation-analysis skills, the program provides opportunities to apply skills outside the classroom. Students may, for example, analyze and prepare reports on alcohol ads they have seen or situations in television programs in which alcohol was mentioned.

EVALUATION RESULTS

Two published studies have evaluated Project Northland, with an intervention period of three years and follow-up of up to four years. Participants included Caucasians in fifth through eighth grades. One study was conducted in Russia with fifth-grade students. The largest study had a sample of more than 2,000. Compared to control students, students in the intervention groups reported at post-test lower proneness to alcohol and drug problems in sixth through eighth grades and lower alcohol, cigarette, and marijuana use in eighth grade. Students who received the intervention also reported fewer school problems in eighth grade and were more likely to report that they had discussed family rules about alcohol, consequences for breaking rules, and alcohol-related problems with parents. Follow-up studies reveal mixed findings. After two years, the intervention group showed significant negative effects for alcohol use. After four years and an additional intervention (which is not yet available and was not included in this review), positive effects were reinstated for the intervention group.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Home-based sixth-grade curriculum
- Sample newsletters for parents of seventh- and eighth-graders
- Grade 8 curriculum includes community projects
- Separate Parent/Community manual offers numerous ideas for involving community in efforts to prevent teen alcohol use

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PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Optional three-day on-site workshop ($750 per person, which includes copy of curriculum, or $1,750 plus trainer expenses per group of 25, not including materials)
- On-site follow-up support services not offered

PROGRAM MATERIALS AND COST

- Teacher manual, student books, audio-visuals, parent materials, guide to community involvement
- Set of lessons for every grade
- Cost per 25 students: $245

EVALUATION SOURCES

Komro, K.A., Perry, C. L., Veblen-Mortenson, S., Williams, C. L., & Roel, J. P. (1999). Peer leadership in school and community alcohol use prevention activities. *Journal of Health Education, 30,* 202-208.

Komro, K.A., Perry, C. L., Williams, C. L., Stigler, M. H., Farbakhsh, K. & Veblen-Mortenson, S. (in press). How did Project Northland reduce alcohol use among young adolescents? Analysis of mediating variables. *Health Education Research: Theory & Practice.*

Perry, C. L., Williams, C. L., Komro, K. A., Veblen-Mortenson, S., Stigler, M. H., Munson, K. A., et al. (2002). Project Northland: long term outcomes of community action to reduce adolescent alcohol use. *Health Education Research, 17,* 117-132.

Perry, C., Williams, C., Veblen-Mortenson, S., Toomey, T., Komro, K., Anstine, P., et al. (1996). Project Northland: Outcomes of a community-wide alcohol use prevention program during early adolescence. *American Journal of Public Health, 86,* 956-965.

Toomey, T. L., Williams, C. L., Perry, C. L., Murray, D. M., Dudovitz, B., & Veblen-Mortenson, S. (1996). An alcohol primary prevention program for parents of 7th graders: The Amazing Alternatives! Home program. *Journal of Child & Adolescent Substance Abuse, 5,* 35-53.

Williams, C. L., Grenchanaia, T., Romanova, O., Komro, K. K., Perry, C. L., & Farbakhsh, K. (in press). Russian-American Partners for Prevention: Adaptation of a school-based parent-child program for alcohol use prevention. *European Journal of Public Health.*

Williams, C., Perry, C. L., Dudovitz, B., Veblen-Mortenson, S., Anstine, P. S., Komro, K., et al. (1995). A home-based prevention program for sixth-grade alcohol use: Results from Project Northland. *Journal of Primary Prevention, 16,* 125-147.

Williams, C. L., Perry, C. L., Farbakhsh, K., & Veblen-Mortenson, S. (1999). Project Northland: Comprehensive alcohol use prevention for young adolescents, their parents, schools, peers and communities. *Journal of Studies on Alcohol, Supplement no. 13,* 112-124.

Project Oz (Best Practices in Prevention): 1999
Grades 4–7, 9–12

Mike Dobbins
502 South Morris Ave.
Bloomington, IL 61701
Phone: 309/827-0377
E-mail: *projectoz@projectoz.org*
Web site: *www.projectoz.org*

PROGRAM PURPOSE

Project Oz has 32-112 lessons per year. It is designed to reduce or prevent substance abuse and violence and to promote development of key life skills. The program provides broad, multiyear coverage of substance abuse prevention and violence prevention.

SEL INSTRUCTION

In class, students practice a wide range of skills, including identifying their values and emotions, the feelings of others, and influences on their behavior. They practice managing their emotions to make more responsible decisions and improving their communication style to avoid conflicts and maintain friendships.

DISTINCTIVE FEATURES

Students with special needs: Project Oz is fully inclusive of children with learning disabilities and behavior disorders. Four learning styles (visual, auditory, tactile, and kinesthetic) are used to suit diverse students.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Optional six-hour on-site workshop ($800-$1,600 per group plus trainer expenses)
- On-site follow-up support services, including consultation on program planning and implementation ($1,600 per day plus expenses)

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Optional one- to three-day on-site workshops ($800-$1,600 per day plus expenses for groups of 10); partial-day programs also available (fee negotiable)
- On-site follow-up support services ($1,600 per day plus expenses) include consultation on program planning and implementation

PROGRAM MATERIALS AND COST

- Teacher manual
- Sets of lessons for 4-5, 6-7, and 9-12
- Cost per 25 students: $150

Project TNT (Towards No Tobacco Use): 1998 Grades 5-8

ETR Associates
Customer Service Department
P.O. Box 1830
Santa Cruz, CA 95061-1830
Phone: 800/321-4407
Web site: www.etr.org

Designated an "Exemplary" program by the U.S. Department of Education (USED), an "Effective" program by the Centers for Disease Control and Prevention (CDC), and a "Model" program by the Substance Abuse and Mental Health Services Administration (SAMHSA).

PROGRAM PURPOSE

Project TNT is a 10-day curriculum with two booster sessions designed to provide students with the health knowledge and interpersonal skills that will enable them to say "no" to tobacco use. The program covers smoking as well as smokeless tobacco.

SEL INSTRUCTION

This program provides in-lesson practice in recognizing misleading tobacco advertising and refusal skills. It uses the TNT board game to give students feedback on their knowledge acquisition while promoting respect and cooperation.

EVALUATION RESULTS

One published study evaluated TNT with more than 1,000 Caucasian and Latino seventh-graders. Students were followed for two years after the conclusion of the intervention. Results indicated that the intervention reduced tobacco use immediately after the intervention and throughout the two-year follow-up period.

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Optional one-day on-site workshop (negotiated fee)
- On-site follow-up support services not available

PROGRAM MATERIALS AND COST

- Teacher manual, student books, and audio-visuals
- One set of lessons suitable for any grade from 5-9, plus a set of booster lessons intended for the following year
- Student books available in Spanish
- Cost per 25 students: $140

EVALUATION SOURCES

Dent, C., Sussman, S., Stacy, A., Craig, S., Burton, D., & Flay, B. (1995). Two-year behavior outcomes of Project Towards No Tobacco Use. *Journal of Consulting and Clinical Psychology, 63*, 676-677.

Sussman, S., Dent, C., Stacy, A., Sun, M., Craig, S., Simon, T., et al. (1993). Project Towards No Tobacco Use: 1-year behavior outcomes. *American Journal of Public Health, 83*, 1245-1250.

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Quest (Violence Prevention series): 1995 NOT AVAILABLE AT PRESS TIME
Grades K-12

Quest International
1984 Coffman Road P.O. Box 4850
Newark, OH 43058-4850
Phone: 740/522-6400
E-mail: *info@quest.edu*

Designated a "CASEL Select" program in this review. Also designated a "Promising" program by the U.S. Department of Education (USED).

PROGRAM PURPOSE

This series of violence prevention curricula with 10-22 lessons per year includes Working it Out: Tools for Everyday Peacemakers (K-6); Working Toward Peace: Managing Anger, Resolving Conflict, and Preventing Violence (6-8); and Exploring the Issues: Promoting Peace and Preventing Violence (9-12). (NOTE: the high school module was not available for this review.) Quest programs are designed to help students develop the behaviors and skills needed to become healthy and capable adults. This series provides broad coverage of violence prevention and citizenship.

SEL INSTRUCTION

These curricula particularly emphasize developing the ability to identify the feelings and point of view of a bully, a victim, and a bystander in a bullying situation. Students also learn and practice anger management strategies and conflict negotiation. Middle school students set up a conflict resolution corner in the classroom for solving disputes that arise during the day. Elementary students address prejudice and discrimination via a service project that might involve a letter writing campaign or meeting with local officials.

DISTINCTIVE FEATURES

Sensitivity to diversity: There are lessons on "recognizing bias" and "respecting diversity."

EVALUATION RESULTS

One published study evaluated the middle school (grades 6-8) module of this program, called Working Toward Peace. In two separate trials involving urban minority students in the seventh and eighth grades, an experimental group was compared on behavioral and academic outcomes with a group participating in another Quest curriculum (Skills for Adolescence) and a control group. The experimental group received a 10-week intervention in the first trial and a 16-week intervention in the second.

In the first trial of seventh-grade students, those receiving the intervention demonstrated significantly higher scores on the California Achievement Test in Reading at post-test than the control group. Missing data in teacher recording of behaviors did not allow for valid comparisons between the groups on pro-social, violent, and misconduct behaviors.

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Quest (Violence Prevention series): 1995 NOT AVAILABLE AT PRESS TIME
Grades K-12

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EVALUATION RESULTS (CONT.)

Significant differences between experimental and control students in the second trial were noted. Although test scores in reading and math increased among experimental students from pre- to post-test, the higher test scores among control students noted at pre-test had increased at post-test. Experimental students showed significant declines in the number of violent behavior incidents (those resulting in suspension or expulsion) and misconduct behavior incidents (those resulting in in-school suspension or a warning) at post-test compared to control students. Experimental students also showed a significant increase in the number of pro-social behavior incidents.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Administrator's guide provides clear guidance for school-wide program coordination, such as establishing safe school policies, developing a school climate team, and assessing staff readiness
- Program includes sample information letters to families, detailed instructions for conducting parent meetings, and frequent homework assignments involving families
- Frequent use of community members as guest speakers with occasional opportunities for students to interact with community members

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Strongly recommended one-day on-site workshop ($2,995 plus trainer expenses for group of 50)
- On-site follow-up support services (varying fees), including consultation on program planning and implementation, and direct observation and coaching of teachers

Student assessment:

- Tools include observation forms for students to give feedback to each other during skill practice, self-assessments of progress, teacher checklist for assessing individual student progress, and suggestions for videotaping and assembling portfolios

PROGRAM MATERIALS AND COST

- Teacher manual, student workbook, audio-visuals, parent materials, implementation guide, student assessment tools, guide to community involvement
- Sets of lessons for grades K-2, 2-4, 5-6, 6-8
- Information letters to families (K-6) also available in Spanish
- Cost per 25 students: $189

EVALUATION SOURCE

Laird, M., Syropoulos, M., & Black, S. (1996). *What works in violence prevention: Findings from an evaluation study of Lions-Quest Working Toward Peace in Detroit schools.* Newark, OH: Quest International.

Quit It!: 1998
Grades K-3

Merle Froschl
Educational Equity Concepts, Inc
100 Fifth Ave., 2nd floor
New York, NY 10011
Phone: 212/243-1110
E-mail: *information@edequity.org*
Web site: *www.edequity.org*

PROGRAM PURPOSE

Quit It! has 10 lessons per year, organized under three themes, designed to help teachers improve classroom climate by providing a gender-sensitive approach to addressing teasing and bullying. Though brief, it provides broad coverage of violence prevention.

SEL INSTRUCTION

The program focuses on developing skills in perspective taking, problem solving, and anger management. It also emphasizes respecting others and courageously taking responsibility by standing up to peer pressure and not being a bystander.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Strategies to involve parents include family letters, take-home activities and worksheets, parent-teacher conferences, and invitations to come to school

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Strongly recommended two-day on-site workshop ($10,000 per group plus trainer expenses)
- On-site follow-up support services, including consultation on program planning, implementation, and coordination with other curricula (included in cost of training)

PROGRAM MATERIALS AND COST

- Teacher manual and parent letters
- Lessons for each theme with activities designated for each of several grades
- Cost per 25 students: $20

Reach Out to Schools: Social Competency Program (Open Circle Curriculum): 1990 Grades K-5

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The Stone Center
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Phone: 781/283-2861
E-mail: *lsankows@wellesley.edu*
Web site: *www.open-circle.org*

Designated a "CASEL Select" program in this review. Also designated a "Promising" program by the U.S. Department of Education (USED).

PROGRAM PURPOSE

This comprehensive, year-long, grade-differentiated social competency curriculum with 35 lessons aims to help children become ethical people, contributing citizens and successful learners, and to help schools foster the development of relationships that support safe, caring, and respectful learning communities. The program has three major content areas: creating a cooperative classroom environment, solving interpersonal problems, and building positive relationships.

SEL INSTRUCTION

Students have many opportunities to practice and apply a broad range of SEL skills. Teachers are provided with instructions on how to dialogue with students during "Open Circle" class meetings to help them become aware of their emotions and learn to identify others' emotions from body language and facial expressions. They demonstrate responsibility by establishing class rules in each grade and enforcing them through assertive communications. They practice perspective taking by identifying the feelings of someone who is being teased and learn to identify and oppose discrimination based on human differences. Students practice techniques such as deep breathing to calm themselves down. Two key themes of this program are problem solving, which is taught using the STOP-THINK-GO method, and relationship building, in which teachers emphasize cooperation.

EVALUATION RESULTS

One unpublished study has evaluated Reach Out to Schools. It assessed one school year of the program with no follow-up. Participants included fourth-grade Caucasian students in urban and suburban classrooms. Compared to control students, students who participated in the program had more positive outcomes. Their teachers rated them as having higher levels of assertiveness, cooperative behavior, social skills, and self-control than the comparison group. Their teachers also rated them as having fewer problem behaviors, including aggression, hyperactivity, anxiety, and withdrawal.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- In addition to classroom teachers, other school staff (e.g., specialists, school psychologists, guidance counselors, cafeteria staff, etc.) can get training to reinforce program concepts from within their respective roles and support school-wide implementation
- Curriculum includes frequent newsletters to keep parents apprised of program content and vocabulary
- Several homework activities involve family members
- Separate parent workshop led by school mental health staff helps parents apply program concepts at home

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Reach Out to Schools: Social Competency Program (Open Circle Curriculum): 1990
Grades K-5

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PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Required four-day workshop—two days in summer/fall, one in winter, and one in spring—at Wellesley College or on site ($750 per person, which includes grade-level curriculum and newsletter)
- On-site follow-up support services ($1,000-$1,200 per day plus expenses), including consultation on program planning, implementation, evaluation, and coordination with other curricula; classroom consulting visits; and advanced training

PROGRAM MATERIALS AND COST

- Teacher manual, parent workshop materials and implementation guide, student assessment tools
- Set of lessons for each grade, K-5
- Cost per 25 students: included in training

EVALUATION SOURCE

Hennessey, B. A., & Scigle, P. (n.d.). *Promoting social competency in school-aged children: The effects of the Reach Out to Schools Social Competency Program.* Manuscript submitted for publication.

Click on program title to see ratings.

Resolving Conflict Creatively Program (RCCP): 1997-1998
Grades K-8*

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Designated a "CASEL Select" program in this review.

** In addition to grades K-8, CASEL also reviewed* Conflict Resolution in the High School, *a set of lessons for grades 9-12. These lessons may be incorporated into the high school program,* Partners in Learning, *also published by Educators for Social Responsibility (ESR).*

PROGRAM PURPOSE

With 28-51 lessons per year, RCCP's model includes a series of classroom-based social and emotional learning curricula, including Resolving Conflict Creatively (K-6), and Conflict Resolution in the Middle School, an extensive staff development component, parent workshops and a peer mediation program. A primary aim of RCCP is to help students develop the social and emotional skills needed to reduce violence and prejudice, form caring relationships, and build healthy lives. Another is to provide schools with a comprehensive strategy for preventing violence and other risk behaviors, and creating caring and peaceable communities of learning. RCCP also provides broad coverage of citizenship.

SEL INSTRUCTION

The program gives particular emphasis to managing anger; analyzing conflict situations and helping students confront bias and stereotyping that may contribute to violent outcomes; communications; and negotiation skills. Frequent instructions assist elementary teachers in helping students apply skills to address conflicts that arise during the school day. A noteworthy feature at the elementary level is students' involvement in setting up a place in the classroom where they can go to calm down. Middle school students keep journals to record and analyze the conflicts they experience.

DISTINCTIVE FEATURES

Promotion of academic achievement: RCCP provides a structure for integrating covered SEL skills into academic content areas by providing sample lessons for a history, science, and language arts course.

EVALUATION RESULTS

One published study has evaluated RCCP. Participants included more than 5,000 Caucasian, African American, and Latino students in grades 2-6 in New York City. The study evaluated the effects of one year of intervention. Positive effects were found for students whose teachers had moderate levels of training and coaching in RCCP and who taught many RCCP lessons. In contrast to comparison students, these students reported a smaller increase in hostile negotiations and a smaller decline in competent negotiations over time.

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Resolving Conflict Creatively Program (RCCP): 1997-1998 Grades K-8

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SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- In elementary grades, lessons often provide teachers with suggestions on how to reinforce lessons in the daily life of the classroom
- At middle school level, there are extensive ideas for infusing conflict resolution skills across the curriculum, which requires coordination across classes
- Student mediators serve students in classrooms other than their own
- Four parent workshops introduce parents to creative conflict resolution and promotion of peace through effective communication

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Required four-day on-site workshop ($4,800)
- On-site follow-up support services ($1,200 per day), including consultation on program planning, implementation, evaluation, and coordination with other curricula; classroom observation; and advanced training

Implementation tools:

- Modules contain classroom management checklist with monitoring activities to support teachers' implementation efforts
- Classroom observation tools for RCCP-trained observers to use during classroom visits to assess implementation and aid in coaching teachers

PROGRAM MATERIALS AND COST

- Teacher manual, student books (for peer mediation), training manual, parent materials, and student assessment tools (middle school only)
- Sets of lessons for grades K-2, 3-6, 7-8
- Unit on "exploring diversity" included
- Cost per 25 students: $55 (subject to change)

EVALUATION SOURCES

Aber, J. L., Jones, S. M., & Brown, J. (1998, August). *A developmental evaluation of a school-based violence prevention program: Findings from year 1 and year 2.* Paper presented at the 106th Convention of the American Psychological Association, San Francisco, CA.

Aber, J. L., Jones, S. M., Brown, J. L., Chaudry, N., & Samples, F. (1998). Resolving Conflict Creatively: Evaluating the developmental effects of a school-based violence prevention program in neighborhood and classroom context. *Development and Psychopathology, 10*, 187-213.

Click on program title to see ratings.

Responding in Peaceful and Positive Ways (RIPP): 1997
Grades 6-8

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Designated a "Model" program by the Substance Abuse and Mental Health Services Administration (SAMHSA) and a "Promising" program by the U.S. Department of Education (USED).

PROGRAM PURPOSE

Responding in Peaceful and Positive Ways is a violence prevention program with 12-25 lessons per year, with an emphasis on conflict resolution. A focus throughout the curriculum is expanding students' awareness of violence and its consequences as motivation for preventing it.

SEL INSTRUCTION

Students get consistent in-lesson practice in identifying physiological responses to emotion, especially anger, and techniques for calming down. The program also emphasizes developing problem-solving skills to avoid or diffuse potentially violent confrontations. Through videos, discussions, and other activities, students explore various types of violence, the impact of violence on children and adults, and social influences such as prejudice that contribute to violence.

EVALUATION RESULTS

One published and two unpublished studies have evaluated Responding in Peaceful and Positive Ways. The longest evaluation had an intervention period of two school years. Follow-up data were collected at six and 12 months. Samples included students in grades 6-8. Ethnicity was not reported. Compared to the control group, at post-test, students who participated in the program demonstrated significant reductions in disciplinary violations for violent behavior, disciplinary violations resulting in in-school suspension, injury due to fights, student-reported delinquent behavior, student-reported aggressive behavior, student-reported victimization, and student-reported peer provocation. Students who participated in the program also demonstrated increases in student reports of participation in peer mediation. At follow-up, students in the program demonstrated reductions in disciplinary violations resulting in in-school suspension (boys only), discipline violations due to violent behavior, threats to teachers (girls only), and non-physical aggression.

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Required five-day on-site workshop ($650 plus trainer expenses for first person and $315 for each additional person, or $6,100 plus trainer expenses for groups of 20)
- On-site follow-up support services ($300 per day plus expenses), including consultation on program planning, implementation, evaluation, and coordination with other curricula; classroom observation; and advanced training

PROGRAM MATERIALS AND COST

- Teacher manual, student assessment tools
- Set of lessons for each grade, 6-8
- Cost per 25 students: included in training

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EVALUATION SOURCES

Farrell, A., Meyer, A., Sullivan, T., & Kung, E. (n.d.). *Evaluation of the Responding in Peaceful and Positive Ways Seventh Grade (RIPP-7) Universal Violence Prevention Program.* Richmond: Virginia Commonwealth University.

Farrell, A. D., Meyer, A. L., & White, K. S. (2001). Evaluation of Responding in Peaceful and Positive Ways (RIPP): A school-based prevention program for reducing violence among urban adolescents. *Journal of Clinical Child Psychology, 30,* 451-463.

Farrell, A., Valois, R., Meyer, A., & Tidwell, R. (n.d.). *Impact of the RIPP Violence Prevention Program on rural middle school students.* Unpublished manuscript, Richmond: Virginia Commonwealth University.

The Responsive Classroom®: 1996 Grades K-6

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E-mail: *diane@responsiveclassroom.org*
Web site: *www.responsiveclassroom.org*

Designated a "CASEL Select" program in this review.

PROGRAM PURPOSE

The Responsive Classroom® approach to teaching, learning, and living aims to create classrooms that are responsive to children's physical, emotional, social, and intellectual needs through developmentally appropriate experiential education. Rather than structured lessons, it is based on six essential components or practices: classroom organization; morning meeting; rules based on respect for self and others and logical consequences of violating these rules; academic choice; guided discovery; and family communication strategies.

SEL INSTRUCTION

The six practices of Responsive Classroom® provide children with opportunities to practice all five categories of SEL competencies. They practice self-awareness, self-management (especially control of emotions), relationship management (especially cooperation and negotiation), decision making (especially respecting others and problem-solving), and social awareness (especially appreciating human differences). Decision making is also central to academic choice and guided discovery. Relationship management (especially assertiveness and listening) is central to rules and logical consequences. Guided practice emphasizes peer-to-peer communication and problem solving while introducing students to new materials, working areas, or learning processes. The program's emphasis on the use of "empowering language" and "language of encouragement" guides children in appropriate behaviors and affirms their use of these skills.

DISTINCTIVE FEATURES

Promotion of academic achievement: The program promotes academic achievement through interconnected and caring learning environments, in which students are given academic choice, and learn through guided discovery and cooperative learning. Students also learn skills to function effectively in the classroom (self-monitoring, listening, etc.).

EVALUATION RESULTS

Three unpublished studies have evaluated the Responsive Classroom® program with Caucasian, African American, and Latino students in grades preK–6. The longest study included six months of the intervention. Responsive Classroom® improved the social skills of first- through fifth-grade students, as observed by teachers and parents. There was also an improvement in academic test scores for students in grades 1-5. There has been no follow-up study that meets CASEL's criteria.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Extensive commitment to school-wide coordination via all-school meetings and games, all-school council, and inter-school collaborative of Responsive Classroom® schools
- Frequent family letters to keep parents apprised, and occasional student presentations to parents

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PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Required one-day on-site workshop ($150 per person plus trainer expenses; 10 percent group discount available)
- Five-day summer institute ($650 per person plus trainer expenses)
- On-site follow-up support services ($1,200-$1500 per day), including consultation on program planning, implementation, evaluation, and coordination with other curricula; classroom observation; and advanced training

Implementation supports:

- Program provides extensive guidelines called "keys to success" for implementing each of the six components; worksheets for strategizing solutions to behavior problems; guidance on setting up the materials and furniture in a classroom; and guidelines for observers that are used to evaluate program implementation

Student assessment:

- Student self-evaluations and performance-based assessments by teachers used to evaluate students' work in both academic subjects and theme teaching, which covers interdisciplinary topics at various grade levels

PROGRAM MATERIALS AND COST

- Teacher manual; no lesson plans
- Cost per 25 students: included in training

EVALUATION SOURCES

Elliot, S. N. (1993). *Caring to learn: A report on the positive impact of a social curriculum.* Greenfield, MA: Northeast Foundation for Children.

Elliott, S. N. (1996-1997). *The Responsive Classroom approach: Its effectiveness and acceptability in promoting social and academic competence.* University of Wisconsin, Madison.

Elliot, S. N. (1995, June). *Final evaluation report. The Responsive Classroom approach: Its effectiveness and acceptability.* Washington, DC: District of Columbia Public Schools.

Rite of Passage Experience® (ROPE®): 1998, 3rd edition
Grades 6-7

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PROGRAM PURPOSE

ROPE® is an experiential program that provides a rite of passage experience to adolescents transitioning to middle school. The program's 13-plus lessons per year are designed to create opportunities for students to develop a sense of accomplishment while building a sense of community and connection with significant people in their lives. The curriculum constitutes Phase I of the program. Phases II and III involve systematically connecting youth with community resources to participate in after-school positive leisure-time activities (Phase II), and fostering their commitment to community service (Phase III), thereby providing broad coverage of citizenship.

SEL INSTRUCTION

ROPE® emphasizes building group cohesion, trust, and teamwork, as well as decision making, by providing a series of challenges (including a significant physical challenge) that students have to meet, individually and as a group.

Through these experiences, students practice being reliable and trustworthy, problem solving, following directions, and being helpful. Students have several opportunities to practice establishing goals and making contracts to fulfill them beyond the sessions.

EVALUATION RESULTS

One unpublished study has evaluated ROPE®. Seventy-five sixth-graders of unspecified ethnicity received one school year of Rite of Passage Experience®. There was no follow-up. Compared to students in the comparison group, students who participated in the program reported greater involvement with family at post-test.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Parent orientation in Phase I educates parents on the importance of rites of passage, transmits information about adolescent development, and serves as a vehicle to recruit them to participate in planned activities that will support their youth's development
- Program requires significant commitment by community members (and possibly teachers and parents) to serve as "elders" (facilitators)
- Student involvement in community is a cornerstone of subsequent phases

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Rite of Passage Experience® (ROPE®): 1998, 3rd edition
Grades 6-7

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PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Required five-day workshop of teams made up of school and community members, including students ($500-$600 per person plus trainer expenses and materials fee)
- On-site follow-up support services ($100 per hour or $1,250 per day), including consultation on program planning, implementation, evaluation, and coordination with other curricula; classroom observation; and advanced training

Student assessment:

- Methods include videotaping students and providing feedback, journaling, and self-assessment of performance

PROGRAM MATERIALS AND COST

- Teacher manual, student book, parent materials, implementation guide, guide to community involvement
- Set of lessons for grade 6 or 7; additional structure for student involvement in community in subsequent phases of program
- Student books available in Spanish
- Cost per 25 students: $250

EVALUATION SOURCE

Hawkins, J. A. (1986). *Preliminary report on the evaluation of the ROPE program.* New Haven, CT: Yale University.

Sankofa: 1998
Grades 9-12

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PROGRAM PURPOSE

Sankofa is a violence prevention program developed for adolescents, which recognizes factors that place urban and African American youth at higher risk for violence. The program is designed to provide students with the information, attitudes, cognitive and interpersonal skills, and motivation to reduce their risk for violence. There are 24 lessons plus three booster sessions providing broad coverage of violence prevention.

SEL COVERAGE

Through a "stop and think" problem-solving model, students learn to manage stress and anger, consider others' perspectives, assess risks in various situations, peacefully resolve conflicts, and encourage healthy choices among their peers. Students also explore the impact of prejudice, stereotypes, and internalized negative beliefs; they are encouraged to stand up to and/or overcome racism. The program makes use of traditional African and African American proverbs to illustrate concepts.

DISTINCTIVE FEATURES

Sensitivity to diversity: Content and themes support examination and acceptance of cultural differences.
Students with special needs: Tailored for urban and African American adolescents. Has been used in juvenile justice settings.

EVALUATION RESULTS

One unpublished study evaluated Sankofa. It assessed several cycles of six weeks of intervention at multiple sites, with booster sessions three months later. Participating students were in grades 9-11 and were predominantly African American. The intervention group included students in mainstream classrooms as well as those in correctional facilities and high school drop-outs. Compared to the control group, students who participated in the program were significantly less likely to show poor self-control, and to be involved in fights and angry acts. Students who received the intervention were also more likely to show improvements in conflict resolution skills.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Program includes an abbreviated version of the student curriculum for parents

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Required seven-day on-site workshop ($1,400 per person or $10,000 plus trainer expenses for groups of 13-24)
- On-site follow-up support services (negotiable fees), including consultation on program planning, implementation, evaluation, and coordination with other curricula; classroom observation; and advanced training

Student assessment:

- Program includes a guide for providing feedback to students as they practice skills, plus observer checklists for students to critique each other's performance

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PROGRAM MATERIALS AND COST

- Teacher manual, set of laminated posters, parent materials, student assessment tools
- Set of 24 lessons suitable for one grade from 9-11, plus set of three booster sessions intended for following year
- Many interactive materials, such as an ankh, laminated game and role-playing cards, and video
- Cost per 25 students: $700

EVALUATION SOURCE

Hines, P. M. (1998). *Sankofa Violence Prevention Program: Final report to New Jersey Department of Health & Senior Services.* University of Medicine and Dentistry of New Jersey.

Second Step: 1991, 1997
Grades PreK-9

Committee for Children
568 First Ave. S., Suite 600
Seattle, WA 98104-2804
Phone: 800/634-4449
Web site: www.cfchildren.org

Designated a "CASEL Select" program in this review. Also designated a "Model" program by the Substance Abuse and Mental Health Services Administration (SAMHSA) and an "Exemplary" program by the U.S. Department of Education (USED).

PROGRAM PURPOSE

With 8-28 lessons per year, the Second Step curriculum is designed to develop students' social and emotional skills, while teaching them to change behaviors and attitudes that contribute to violence. The program focuses on teaching empathy, anger management, and impulse control, and provides broad, multiyear coverage of violence prevention.

SEL INSTRUCTION

SEL instruction particularly emphasizes students taking responsibility for their actions and being honest, recognizing their own and others' feelings, and communicating in respectful and assertive ways to solve problems. Students also learn and practice many strategies to manage their anger, fear, and stress, as well as techniques to refuse to engage in risky behaviors. Through the use of journals, students record and analyze events in which they use program concepts and skills beyond the lesson.

DISTINCTIVE FEATURES

Sensitivity to diversity: Large posters depict children of various cultures and ages.

EVALUATION RESULTS

Four studies (two published and two unpublished) have evaluated Second Step. The longest study examined two years of the program. Children in the study were Caucasian, Latino, and members of other ethnic minorities. Teachers observed improved social competence and decreased anti-social behavior among students receiving the curriculum. Trained observers, blind to condition, found that primary-grade children showed decreased physical aggression and increased pro-social behavior in class and on playgrounds if they participated in Second Step. A study of second- through fifth-graders showed that girls who received Second Step used more collaborative negotiating strategies than those in a control group. Among students displaying high levels of anti-social behavior at pre-test, those in experimental groups were less likely than controls to express hostility when negotiating, according to trained observers. Information from teachers, support staff, and students indicated that Second Step reduced impulsive and aggressive behavior and increased pro-social behavior. Discipline violations increased in the control schools, while violations per student in the experimental schools remained constant. The class and playground observations showed one significant finding at six-month follow-up: Second- and third-graders receiving the intervention demonstrated decreases relative to controls in physical aggression.

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SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Program includes six-session parent workshop in which parents practice the skills children acquire in Second Step and learn how to reinforce them with their children at home
- School-wide coordination promoted through establishment of interdisciplinary support team comprised of teachers, administrators, social worker/counselor, parents, and youth representative who oversee implementation; and through training of non-teaching personnel in their respective roles

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Optional 6.5-hour on-site workshop ($169 per person or $1,500 plus travel expenses, maximum 40 people), or 20-hour training for trainers ($499 per person or $6,500 plus trainer travel expenses, maximum 40 people)
- Follow-up services (fees vary), including consultation on program planning, implementation, evaluation, and coordination with other curricula; advanced training; and on-site observation and feedback

Implementation tools:

- Implementation guide for administrators and coordinators
- Training materials include classroom teacher observation forms, as well as evaluation forms to use in assessing overall classroom and school-wide program implementation

Student assessment:

- Middle school curriculum includes student self-assessment tools
- Grade-level knowledge assessment instruments available

PROGRAM MATERIALS AND COST

- Teacher manual, audio-visuals, parent materials, implementation guide
- Sets of lessons for preK-K, 1-3, 4-5, 6, 7, 8
- Supplementary materials in Spanish must be used with English version
- Cost per 25 students: $125

EVALUATION SOURCE

Frey, K., Bobbitt Nolen, S., Van-Scholack-Edstron, L., and Hirschstein, M. (2001, June). *Second Step: Effects of a social competence program on social goals and behavior.* Poster session presented at the meeting of the Society for Prevention Research, Washington, DC.

Grossman, D. C., Neckerman, H. J., Koepsell, T. D., Liu, P., Asher, K. N., Beland, K., et al. (1997). Effectiveness of a violence prevention curriculum among children in elementary school: A randomized control trial. *Journal of the American Medical Association, 277,* 1605-1611.

Orpinas, P., Parcel, G. S., McAlister, A. & Frankowski, R. (1995) Violence prevention in middle schools: A pilot evaluation. *Journal of Adolescent Health, 17,* 360-371.

Osmondson, E. (2000). *Second Step curriculum effective for reducing student impulsive and aggressive behavior and improving pro-social skills.* Unpublished manuscript.

Click on program title to see ratings.

Skills, Opportunities, And Recognition (SOAR): 2001
Grades K-6

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Designated a "CASEL Select" program in this review. Also designated an "Effective" program by the National Institute on Drug Abuse (NIDA) and the Substance Abuse and Mental Health Services Administration (SAMHSA); a "Promising" program by the U.S. Department of Education (USED) and the Office of Juvenile Justice and Delinquency Prevention (OJJDP); and a "Model-Level 1 (Violence Prevention)" program by the U.S. Surgeon General.

PROGRAM PURPOSE

SOAR intends to create a community of learners through a school-wide program designed to strengthen instructional practices and increase family involvement. It addresses research-based risk and protective factors and focuses on providing students with skills, opportunities and recognition at school and at home. To develop healthy behaviors in students, the program helps educators and parents learn to consistently communicate healthy beliefs and clear standards for behavior; foster the development of strong bonds to their families, schools, and communities; and recognize the individual characteristics of each young person. One component for parents, Preparing for the Drug Free Years, aims to give parents information and skills to reduce the likelihood of substance abuse by their children.

SEL INSTRUCTION

All components of this program emphasize helping students to conduct themselves responsibly in school and at home; develop strong bonds with their teachers, peers, and families; and solve problems responsibly.

The professional development that teachers and other school staff receive to implement the program includes an eight-step model for teaching social and emotional skills that incorporates CASEL's three-stage framework for SEL instruction—providing information, guided practice, and opportunities for application. Teachers are encouraged to infuse instruction in a wide range of social and emotional skills into their classroom teaching and throughout the school. These include skills in four of CASEL's skill areas: identifying emotions and promoting self-confidence (self-awareness); managing emotions (self-management); personal responsibility, respecting others, and problem solving (responsible decision making); and sharing and working together, giving compliments and words of encouragement, and refusing unwanted or risky behavior (relationship management).

DISTINCTIVE FEATURES

Promotion of academic achievement: SOAR is designed to help students adopt the pro-school attitudes and behaviors of others in the school context. In addition, time diverted from academic instruction to address disciplinary issues is reduced through proactive classroom management strategies.

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EVALUATION RESULTS

Two published studies have evaluated SOAR. The samples included African American, Asian American, and Caucasian students in grades 1-6. The first study assessed the "full" six-year intervention (grades 1-6) and a "later" two-year intervention (grades 5-6 only). The evaluation included follow-up of participants until age 21. The study found significant positive academic, SEL, and health outcomes at post-test. Boys from low-income families who were part of the full intervention group scored significantly higher on the combined reading, language arts, and math tests of the California Achievement Test. Teachers reported that boys from low-income families showed higher social skills and less frequent interaction with anti-social peers. Girls from low-income families reported lower cigarette use. There also were significant positive outcomes for the full intervention group at age 18, six years after the intervention ended. Students reported engaging less frequently in heavy drinking and gave fewer reports of engaging in sexual intercourse, having multiple sex partners, engaging in violent acts, and misbehavior at school. At age 21, positive health outcomes include later age of first sexual experience and fewer sexual partners; among African Americans, higher condom use among single individuals and fewer diagnoses of sexually transmitted disease; among women, fewer pregnancies and births than women in the control group.

A second study of students in grades 1-2 with an intervention period of 1.5 years (no follow-up) showed higher teacher and parent ratings of students in the intervention group on reading, language arts, and math performance, as well as higher effort and desire to do well, at post-test. This study also documented greater gains in social competency (e.g., cooperation, problem resolution) and lower anti-social behavior among intervention students. Students in intervention classrooms whose teachers implemented the program model more completely showed the most positive outcomes. (Research reported here is on a prior version of the program, known as the Raising Healthy Children Project.)

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Principal plays key leadership role in implementation efforts
- Program involves teachers, administrators, and other school staff in carrying out the program components school-wide
- Extensive family involvement, with parent workshops, newsletters, and activities at school for families

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Required three-day on-site workshop for instructional staff; two-day workshop leader training for the family support coordinator and one other workshop leader from each school
- On-site follow-up support services include two days of advanced training for instructional staff separated by a period of implementation; three days of classroom visits for instructional staff separated by a period of implementation; and two days of advanced workshop leader training (Note: Because these trainings are still under development, the costs are not yet available)

Implementation guidelines and tools:

- Guidelines for creating an implementation team to oversee program implementation
- Tools for teacher self-reflection and for observers to provide feedback to teachers on classroom implementation

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PROGRAM MATERIALS AND COST

- Teacher manual, audio-visuals, implementation guide, parent materials; no lessons
- Cost per 25 students: not available (materials still in development—contact publisher)

EVALUATION SOURCES

Catalano, R. F., Mazza, J. J., Harachi, T. W., Abbott, R. D., Haggerty, K. P., & Fleming, C. B. (in press). Raising healthy children through enhancing social development in elementary school: Results after 1.5 years. *Journal of School Psychology.*

Harachi, T. W., Abbott, R. D., Catalano, R. F., Haggerty, K. P., & Fleming, C. B. (1999). Opening the black box: Using process evaluation measures to assess implementation and theory building. *American Journal of Community Psychology, 27,* 711-731.

Hawkins, J. D., Catalano, R. F., Kosterman, R., Abbott, R., & Hill, K. G. (1999). Preventing adolescent health-risk behaviors by strengthening protection during childhood. *Archives of Pediatrics and Adolescent Medicine, 153,* 226-234.

Lonczak, H. S., Abbott, R. D., Hawkins, J. D., Kosterman, R., & Catalano, R. F. (2002). Effects of the Seattle Social Development Project on sexual behavior, pregnancy, births, and sexually transmitted disease outcomes by age 21 years. *Archives of Pediatrics and Adolescent Medicine, 156,* 438-447.

O'Donnell, J., Hawkins, J. D., Catalano, R. F., Abbott, R. D., & Day, L. E. (1995). Preventing school failure, drug use, and delinquency among low-income children: Long-term intervention in elementary schools. *American Journal of Orthopsychiatry, 65,* 87-99.

Social Decision Making and Problem Solving Program: 1989
Grades K-6

Social Decision Making and Problem Solving Program
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Piscataway, NJ 08854-8067
Phone: 732/445-7795
E-mail: *crino@rci.rutgers.edu* or *mjeru@aol.com* (materials); *HPUSYme@aol.com* (training)
Web site: *www.umdnj.edu/spsweb* (training); *www.eqparenting.com* (parent and special education materials)

Designated a "CASEL Select" program in this review. Also designated a "Promising" program by the U.S. Department of Education (USED).

PROGRAM PURPOSE

The Social Decision Making and Problem Solving Program has 25-40 lessons per year and is designed to help children recognize and use their emotions in effectively solving problems in a wide range of real-life situations inside and outside the classroom.

SEL INSTRUCTION

Consistent and extensive practice is provided in recognizing, managing, and using emotions as a guide to identifying and solving problems. The program teaches a problem-solving model that students apply in a variety of situations. Teachers are instructed to encourage students to practice these skills during the school day. Students also keep a Problem Diary to record situations they encounter in their lives and how they use problem-solving skills in addressing them.

DISTINCTIVE FEATURES

Promotion of academic achievement: Academic application activities are suggested at the end of each lesson. There is a section on integrating problem-solving skills into various academic subjects in the upper elementary grades. Forms on current and historical events and creative writing prompt students to process academic material using a problem-solving approach.

EVALUATION RESULTS

Social Decision Making and Problem Solving has been evaluated in two published studies with fourth- and fifth-graders. Four months after conclusion of the program, upon entry to middle school, students who had participated in the program were better able to cope with middle school stressors and were better adjusted compared to control students. Six years after completing the program (11th grade), students who participated in the program had higher overall academic achievement than the control students, greater pro-social behaviors, and reduced self-destructive behaviors. Students whose teachers most fully implemented the program scored higher in language arts and mathematics, and had fewer absences than students in the control group. Students who participated in the program had lower levels of psychopathology (including depression, self-destructive behaviors, and delinquency) than control students, and were also less likely to use alcohol or tobacco, or commit acts of vandalism or violence.

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Social Decision Making and Problem Solving Program: 1989
Grades K-6

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PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Strongly recommended one-day on-site workshop ($140 per person including curriculum materials or $1,500 per group per day plus trainer expenses)
- On-site follow-up services ($1,500 per day plus expenses) including classroom observation and feedback (on request) and consultation on program planning, implementation, evaluation, and coordination with other curricula; advanced training; and training for teams of administrators and supervisors

PROGRAM MATERIALS AND COST

- Teacher manual, parent materials
- Set of lessons for every grade
- Scope and sequence chart suggests a sequence of lessons that can be adapted for grades K-4, K-5, or K-6
- Cost per 25 students: $80

EVALUATION SOURCES

Elias, M., Gara, M., Schuyer, T., Branden-Muller, L., & Sayette, M. (1991). The promotion of social competence: Longitudinal study of a preventive school-based program. *American Journal of Orthopsychiatry, 61,* 409-417.

Elias, M. J., Gara, M., Ubriaco, M., Rothbaum, P. A., Clabby, J. F., & Schuyler, T. (1986). Impact of preventive social problem solving intervention on children's coping with middle-school stressors. *American Journal of Community Psychology, 14,* 259-274.

STAR I, II, III: 1993
Grades K-12

Irvine Unified School District
Guidance Resource Office
5050 Barranca Parkway
Irvine, CA 92714
Phone: 949/936-7980
Web site: *www.iusd.k12.ca.us/curriculum/altprog.htm#Social and Emotional Growth*

PROGRAM PURPOSE

This program's 30 lessons per year are designed to teach key social and critical thinking skills, improve classroom behavior, and enhance student self-concept. The program also provides broad coverage of violence prevention.

SEL INSTRUCTION

The program emphasizes somewhat different skills for different age ranges. In the elementary grades, self-esteem development is promoted by having students take responsibility for their behavior and manage themselves. Middle school students learn to cope with peer pressure and take a responsible attitude toward academics. In high school, the focus is on resisting peer pressure and managing criticism. Students learn about identifying and choosing among assertive, aggressive, and passive behavior; dealing with criticism (including put-downs and teasing); managing anger through breathing and progressive relaxation exercises; and appreciating different personality types. They practice recognizing the many influences on their behavior and analyze the beliefs and goals that motivate people.

EVALUATION RESULTS

One unpublished study evaluated STAR I, II, III. It assessed the impact of a three-year intervention on students in grades 6-8 of unspecified ethnicity. The study included annual follow-up for three years. Compared with the control group, students who participated in the program were more likely to use assertive behaviors in conflict situations with peers (according to teacher reports). Students who participated in the program also had fewer self-reports of exerting and yielding to peer pressure related to alcohol use. In the first year of follow-up, students in the program had higher self-reported health levels and fewer physical problems than students in the comparison group. In every year of follow-up, students participating in the program had higher grade point averages and fewer absences than students in the comparison group.

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Strongly recommended three-hour workshop available only at Irvine, Calif., Unified School District site ($500 per person)
- On-site follow-up support services not available for schools outside Irvine, Calif,. Unified School District

PROGRAM MATERIALS AND COST

- Teacher manual and student assessment tools
- Set of lessons for every grade from K-6, 6-8, high school
- Cost per 25 students: not available

EVALUATION SOURCE

STAR social thinking and reasoning program: Research summary. Source unknown.

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Steps to Respect: 2001
Grades 3-6

Committee for Children
568 First Ave. South, Suite 600
Seattle, WA 98104-2804
Phone: 800/634-4449
Web site: *www.cfchildren.org*

PROGRAM PURPOSE

This bullying prevention program of 11 lessons per year is designed to help adults and students decrease bullying and establish a safe, caring, and respectful school climate. There is broad coverage of violence prevention, with emphasis on preventing and responding safely to bullying, and conflict resolution skills.

SEL INSTRUCTION

Students take responsibility for safely and ethically stopping and reporting bullying and rumors, make pledges to treat others respectfully and think about the consequences of their actions, set goals to improve their relationships with their peers, and practice seeking help as needed from teachers and other staff who have been trained to respond appropriately.

DISTINCTIVE FEATURES

Promotion of academic achievement: A literature unit for each grade grouping includes two books, an extensive lesson and discussion guide, and a list of language arts objectives met by each unit. There is also an optional extension section at the end of each lesson with integration activities designed for language arts, math, science, and social studies.
Sensitivity to diversity: Materials reflect a multicultural emphasis.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

The program is executed school-wide, with all school staff, including playground and lunch room monitors, bus drivers, and counselors, trained to respond to bullying and reports of bullying from both victims and aggressors. Family involvement includes a parent information meeting and yearly letters to inform parents about the program and help them reinforce program concepts at home.

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Materials to conduct a strongly recommended 7.5-hour workshop included with the program materials
- One-day on-site training also available from Committee for Children ($1,500, plus expenses)
- On-site follow-up services (costs vary), including consultation on program planning, implementation, evaluation, and coordination with other curricula; advanced training; and on-site observation and feedback

Student assessment:

- Peer group evaluation of student skill usage in role-plays, as well as journals and yearly projects

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Steps to Respect: 2001 Grades 3-6

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PROGRAM MATERIALS AND COST

- Teacher manual, staff training manual and videos, audio-visuals, parent materials, implementation guide
- Student assessment tools
- Sets of lessons for grades 3-4, 4-5, 5-6
- Scope and sequence chart breaks each skill unit into lessons with four to five objectives listed for each
- Cost per 25 students: $99

Success Through Accepting Responsibility (STAR): 1991
Grades K-8

Russell Williams, President
Jefferson Center for Character Education
P.O. Box 4137
Mission Viejo, CA 92690-4137
Phone: 949/770-7602
E-mail: *Centerjcce@aol.com*
Web site: *www.jeffersoncenter.org*

PROGRAM PURPOSE

With 52-85 lessons per year, STAR is a character education program designed to teach students a problem-solving/decision-making model for character development and to help students develop fundamental core values that foster good conduct, civic responsibility, academic achievement, and workforce readiness.

SEL INSTRUCTION

SEL instruction provides consistent in-lesson practice in assessing strengths and weaknesses, setting goals for improvement, using positive self-talk, being polite and friendly, and solving problems. Lessons primarily use a question-and-answer format. The structure for practicing skills is future-oriented discussions or writing rather than behavioral practice.

DISTINCTIVE FEATURES

Promotion of academic achievement: The program emphasizes school success and helps students develop test-preparation and test-taking skills, good study habits, and academic goal-setting skills.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Multiple approaches to coordinating program implementation school-wide, including organizing a coordinating committee, assessment tools to monitor program outcomes (e.g., student and teacher morale, achievement, discipline), and monthly themes
- Monthly parent newsletters with activities for reinforcing program concepts at home, parent training, and structures for recruiting parents as volunteers

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Strongly recommended two-hour on-site workshop (free, except for trainer expenses, with purchase of 20-plus classroom units; $600 per group plus trainer expenses without purchase)
- On-site follow-up support services ($100 per hour or $600 per day plus expenses) including consultation on program planning, implementation, evaluation, and school climate

Implementation tools:

- Principal's guide for elementary and middle school levels includes checklist for principals to assess classroom implementation during monthly classroom visits

PROGRAM MATERIALS AND COST

- Teacher manual, implementation guide, student assessment tools
- Sets of lessons for grades K-5, 6, 7, 8
- Cost per 25 students: $80

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Teenage Health Teaching Modules: 1983, 1991, 1994, 1996, 1998
Grades 6-12

Education Development Center
55 Chapel St.
Newton, MA 02458
Phone: 800/225-4276; 617/618-2215
Web site: www.thtm.org

Designated a "CASEL Select" program in this review. Also designated a "Promising" program by U.S. Department of Education (USED) and the Substance Abuse and Mental Health Services Administration (SAMHSA).

PROGRAM PURPOSE

This health education curriculum for adolescents aims to develop the skills of self-assessment, communication, decision making, goal setting, risk assessment, health advocacy, and self-management. Organized as a series of modules with 41-91 lessons per year, it is one of the few programs in this review that effectively coordinates prevention programming across all five behavioral content areas: drug prevention, violence prevention, healthy sexual development, other health topics, and citizenship.

SEL INSTRUCTION

Students have many opportunities to practice and apply beyond the lesson such skills as recognizing the factors that influence health-related decisions; assessing risks; and managing stress and other emotions that impact health-related decisions. Using the theme "Concern in Action," students learn to support each other in making healthy, responsible decisions and to advocate for good health in their communities through their assignments and projects.

DISTINCTIVE FEATURES

Promotion of academic achievement: The program works to enhance academic skills such as literacy, communication, and technology, especially at the middle school level.

EVALUATION RESULTS

Two studies have evaluated Teenage Health Teaching Modules (THTM). The first, a published study of middle and high school students, documented significant positive health effects among high school students, including reduced use of tobacco, illegal drugs, and alcohol, and reduced consumption of fried foods at post-test (no follow-up). The second is an unpublished study of 237 students, majority African American, in seventh and eighth grades who were deemed to be at high risk for violence. It examined the effects of student participation in the THTM middle school violence prevention module. There were mixed (overall non-significant or marginally significant) outcomes on students' self-reported social problem-solving skills, bystander support of aggression, and anti-social behavior. Teacher ratings of behavior suggest that students participating in the program demonstrated improvements in behavior as victims and bystanders and reduced aggressive behaviors, but these findings should be interpreted with caution due to a very small sample size.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Frequent homework assignments that involve family members
- A new (2002) middle school module, not available for this review, offers activities for parents and early adolescents to improve skills in communicating with each other

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PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Strongly recommended one- to four-day on-site workshop (length and fee vary with the number of modules and days)
- On-site follow-up support services (varying fees), including consultation on program planning and implementation; classroom observation and feedback; and advanced training

Student assessment:

- Tools include tests and self-assessment forms, as well as guidelines for using portfolios, journals, and projects for performance-based assessment

PROGRAM MATERIALS AND COST

- Teacher manual, student workbooks, parent materials, student assessment tools, guide to community involvement
- Sets of lessons for grades 6-8, 9-10, 11-12
- Cost per 25 students: $200

EVALUATION SOURCES

Errecart, M. T., Walberg, H. J., Ross, J. G., Gold, R. S., Fiedler, J. L., & Kolbe, L. J. (1991). Effectiveness of Teenage Health Teaching Modules. *Journal of School Health, 61,* (Special Insert), 26-30.

Slaby, R. G., Wilson-Brewer, R., & DeVos, E. (1994). *Aggressors, victims & bystanders: An assessment-based middle school violence prevention curriculum.* Newton, MA: Education Development Center.

That's Life: 1993
Grades K-10

David Cleveland
Telesis Corporation
409 Camino del Rio South Suite 205
San Diego, CA 92108
Phone: 800/542-2966
Web site: *www.telesis.org*

PROGRAM PURPOSE

That's Life is a substance abuse prevention program intended to be an easy-to-implement curriculum. The program has 19-41 lessons per year organized into five units: self-awareness, group dynamics, decision making, pharmacology, and communication.

SEL INSTRUCTION

Students have opportunities during lessons to practice a problem-solving model. There is also some practice of listening skills, verbal and non-verbal communication, and cooperation. The program relies heavily on lecture, discussion, and reading.

DISTINCTIVE FEATURES

Students with special needs: Specific suggestions are provided for using the program with children of alcoholics or substance abusers.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Optional one-day on-site workshop ($1,500 per group plus trainer expenses)
- On-site follow-up support services (negotiated rates), including consultation on program planning,. implementation, evaluation, and coordination with other curricula; and advanced training

Student assessment:

- Program includes instructions for assembling student portfolios and suggestions for performance-based assessment

PROGRAM MATERIALS AND COST

- Teacher manual, student book, parent materials, student assessment tools
- Set of lessons for every grade, K-10
- Student books available in Spanish
- Scope and sequence chart includes title, description, and time needed per lesson for each unit and grade
- Cost per 25 students: $70, or downloaded free from web site

Thinking, Feeling, Behaving: 1989
Grades 1–12

Anne Wendel
Research Press, Inc.
P.O. Box 9177
Champaign, IL 61826
Phone: 800/519-2707
E-mail: *rp@researchpress.com*
Web site: *www.researchpress.com*

PROGRAM PURPOSE

This emotional development curriculum with 30 lessons per year is based on the principles of Rational-Emotive Therapy, which promotes managing emotions and emotional responses through challenging irrational beliefs. The program is designed to help students learn to use positive mental health concepts to overcome their own irrational beliefs, negative feelings and attitudes, and thereby the negative consequences that may result.

SEL INSTRUCTION

Instruction is organized around the themes of self-acceptance, feelings, beliefs and behavior, problem solving/decision making, and interpersonal relationships. The program places major emphasis on challenging irrational beliefs. Students practice analyzing situations to determine if irrational thinking is influencing behavior. They also practice distinguishing fact from assumption in advertising and managing peer pressure and their own emotions while making decisions.

DISTINCTIVE FEATURES

Students with special needs: Although intended for students in regular classrooms, this program may be appropriate for students with emotional problems.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Optional one-day on-site workshop ($2,200-$2,500 per group plus trainer expenses)
- On-site follow-up support services (negotiable fees), including consultation on program planning, implementation and coordination with other curricula

PROGRAM MATERIALS AND COST

- Teacher manual
- Sets of lessons for grades 1-2, 3-4, 5-6, 7-8, 9-10, 11-12
- Cost per 25 students: $40

Click on program title to see ratings.

Tribes TLC®: A New Way of Learning and Being Together: 2001 Grades PreK-12

CenterSource Systems, LLC
Carol Rankin
7975 Cameron Drive, Bldg. 500
Windsor, CA 95492
Phone: 800/810-1701 or 707/838-1061
E-mail: *tribes@tribes.com*
Web site: *www.tribes.com*

Designated a "CASEL Select" program in this review.

PROGRAM PURPOSE

Tribes TLC® aims to promote learning and human development by creating a positive school and classroom learning environment. The program is designed to help students feel included, respected for their differences, involved in their own learning, and confident in their ability to succeed.

SEL INSTRUCTION

The curriculum focuses on SEL skills important to group work, including understanding and respecting others' perspectives, active listening, being reliable and helpful, setting goals, making decisions, and negotiating solutions to conflicts. Students also have numerous opportunities to reflect on their feelings, values, and interests. There are no formal lessons. Instead, teachers learn about the stages of group development and select strategies from the materials appropriate to the developmental stage of their cooperative learning groups, called "tribes."

DISTINCTIVE FEATURES

Promotion of academic achievement: Academic material is taught using a variety of approaches that appeal to different student learning styles. Cooperative learning groups are intended to enhance academic motivation and achievement and reduce disciplinary problems.

EVALUATION RESULTS

One published study involving Caucasian and ethnic minority second- through fourth-graders has evaluated Tribes TLC®. It assessed a two-year intervention; there has been no follow-up. Compared to students in classrooms in which Tribes was only partially implemented, those in classrooms that fully implemented the program scored bigger increases in the California Test of Basic Skills-5 social studies test. Also, third-grade students in classrooms in which Tribes was fully implemented had bigger gains in reading comprehension than those in classrooms in which Tribes was partially implemented or not implemented at all.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Program has guidelines for establishing planning groups of faculty and administrators, and offers a variety of workshops for teachers and non-teaching staff to help with school-wide implementation
- Includes instructions for initiating parent networks, with an outline for recruitment meeting

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Tribes TLC': A New Way of Learning and Being Together: 2001
Grades PreK-12

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PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- ◇ Strongly recommended three- to four-day on-site workshop ($275 per person or $5,500 per group)
- ◇ On-site follow-up support services ($160-$200 per hour, or $900-$1,200 per day), including consultation on program planning, implementation, evaluation, and coordination with other curricula; classroom observation; advanced training; and training of district trainers

Implementation tools:

- ◇ Program includes tools (e.g., surveys, forms to use in collecting relevant data) and extensive instructions for monitoring program implementation

PROGRAM MATERIALS AND COST

- ◇ Teacher manual, implementation guide
- ◇ No formal lesson plans; teachers select strategies appropriate for the stage of their groups
- ◇ Teacher manual available in Spanish
- ◇ A matrix organizes strategies by stage of group development and associated skills
- ◇ Cost per 25 students: $33

EVALUATION SOURCES

Kiger, D. (2000). The Tribes Process TLC: A preliminary evaluation of classroom implementation and impact on student achievement. *Education, 120,* 586-592.

Kiger, D. (2000). The Tribes Process: Phase III evaluation. School District of Beloit, WI.

Click on program title to see ratings.

Voices: A Comprehensive Reading, Writing and Character Education Program: 2002-2003
Grades: K-6

John Bluthardt
Voices of Love and Freedom
51 Sewall Ave.
Brookline, MA 02446
Phone: 617/232-1184
E-mail: *VLFBoston@aol.com*
Web site: *www.aboutvlf.com*

Designated a "CASEL Select" program in this review.

PROGRAM PURPOSE

Voices is an integrated, multicultural literature-based, comprehensive reading and character education curriculum. It focuses on six core social skills and values: identity awareness; perspective taking; conflict resolution; social awareness; love and freedom; and democracy. The program provides broad coverage of violence prevention and citizenship.

SEL INSTRUCTION

Daily workshops provide students with consistent opportunities across grades to practice being respectful of others. For example, in kindergarten, children identify what they can do in the classroom to help each other and describe how they care for someone who is hurt or is having a hard day. Students also role-play and write about a time when they reached out to give someone a helping hand and describe unfair or unjust things they have seen and what they or someone else did in response. Language arts lessons draw on multicultural literature. They include social skills and values development activities, speaking and listening activities, reading aloud and shared reading, whole-class discussions, drama, and role-plays. In several grades, students read and discuss situations involving teasing and bullying and describe in their journals their own feelings, the feelings of all participants, and what they would do in such situations. Students also participate in many projects that help them become involved in their schools and communities.

DISTINCTIVE FEATURES

Promotion of academic achievement: The program promotes students' academic success by: creating a caring learning environment; systematically teaching skills such as reading, writing, and spelling; and integrating the teaching of the core social skills into other subject areas through various learning themes (such as world history). The Voices team works with the school district to align the curriculum with district standards. The scope and sequence of the program has been aligned with national and state English language arts standards.
Students with special needs: May be appropriate for special education students.
Sensitivity to diversity: Materials include books depicting multicultural characters with varied family structures.

EVALUATION RESULTS

One unpublished study measured the impact of a variety of school-reform model programs on third-, fourth-, and fifth-graders who had participated in programming for at least two years. Compared to the rest of the sample, students participating in Voices made significantly greater gains in reading and math achievement at post-test. A significantly higher percentage of Voices students scored at or above the 50th percentile in math (fourth grade) and reading (fifth grade) as compared with all students in the district.

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Voices: A Comprehensive Reading, Writing and Character Education Program: 2002-2003
Grades: K-6
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SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

Note: Many of the strategies for school-wide, family, and community involvement described here and taken into consideration in scoring Voices on the CASEL rating criteria (see Ratings Table) are marketed as a separate program by the developer. This separate, but related, product is called the Voices School Design Program. Educators should be aware that implementation of this add-on program requires extensive on-site technical assistance. Schools wishing to implement it to complement classroom SEL instruction will incur additional charges not reflected in the materials cost information reported for Voices: A Comprehensive Reading, Writing and Character Education Program.

- Training for school counselors and nurses to reinforce program concepts school-wide, including various school-wide activities
- Wide variety of interactive activities involving family members, occasional invitations to family members to participate in school activities, and letters that inform families about each theme
- Service-learning projects offer students the chance to apply program values and skills in their communities

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Strongly recommended one-day on-site workshop ($750 per group of 30)
- On-site follow-up support services ($750 per day), including consultation on program planning, implementation, evaluation, and coordination with other curricula; classroom observation; and advanced training

Implementation supports:

- Voices recommends that each teacher should have a teacher partner who observes him/her four times per year, gives feedback, and helps with lesson plans
- Each grade level has a peer coach, and each school has a Voices coordinator who, along with the principal, make up the Instructional Leadership Team

Student Assessment:

- Teachers monitor student progress every six weeks using assessment rubrics for reading comprehension, perspective taking, and conflict resolution
- Students also keep written work in portfolios, which are used for assessment. Voices schools are encouraged to establish electronic portfolios for students

PROGRAM MATERIALS AND COST

- Teacher manual, student worksheets, parent materials, implementation guide, student assessment tools, guide to community involvement
- Set of lessons for each grade, K-6
- Supports bilingual approach and will work with schools to develop multicultural/lingual approach
- Many materials available in Spanish
- Cost per 25 students: $300

EVALUATION RESULTS

Calaway, F. (2001). *Evaluation of the comprehensive school reform models in the Memphis City Schools*. TN: Memphis City Schools.

When I'm Grown: 1992
Grades K-6

Advocates for Youth
1025 Vermont Ave., NW Suite 200
Washington, DC 20005
Phone: 202/347-5700
E-mail: *info@advocatesforyouth.org*
Web site: *www.advocatesforyouth.org*

PROGRAM PURPOSE

When I'm Grown, with 50-84 lessons per year, is a life skills program covering sexuality, HIV prevention, and health promotion within a framework of self-esteem development, problem solving, healthy peer and family communication, values clarification, goal achievement, and career awareness. The program provides broad coverage of substance abuse prevention and healthy sexual development.

SEL INSTRUCTION

Lessons in every grade encourage students to reflect on their skills, strengths, or special qualities. Students have many opportunities to role-play how others feel, including those with disabilities; practice analyzing situations for positive and negative peer pressure; analyze advertising for messages about sexuality; set, and work on achieving, goals; practice giving and receiving compliments; and practice using a problem-solving model. Dialoguing instructions are provided for teachers to help students show respect for others throughout the school day.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- Family involvement promoted through sample letters to parents accompanying each module, and frequent interactive homework assignments in modules for grades 3-4 and 5-6

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

- Optional on-site workshops of varying lengths ($1,000 per day plus trainer expenses)
- On-site follow-up support services ($1,000 per day plus expenses and materials), including consultation on program planning and implementation

PROGRAM MATERIALS AND COST

- Teacher manual, parent letters and activities, guidelines for school-wide classroom implementation
- Sets of lessons for grades K-2, 3-4, 5-6
- Cost per 25 students: $30

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WiseSkills: 1997, 1998
Grades K–12*

WiseSkills Resources
P.O. Box 491
Santa Cruz, CA 95061-0491
Phone: 888/947-3754
E-mail: info@wiseskills.com
Web site: www.wiseskills.com

**The high school component was recently published, and not available in time for this review.*

PROGRAM PURPOSE

WiseSkills is a character-building curriculum that uses the words and lives of multicultural figures to teach positive values and character skills. The program, with 32 lessons per year, combines classroom activities, career awareness, positive role-modeling, and school/community service. Tools are provided for establishing service-learning to promote citizenship, a behavioral content area that is broadly covered.

SEL INSTRUCTION

Students learn about and practice identifying ways to persevere, be self-disciplined, be responsible, be dependable, take initiative, exercise self-control, be honest, develop their conscience, and show courage. Respecting others and building relationships is also consistently emphasized.

DISTINCTIVE FEATURES

Promotion of academic achievement: The program provides an optional one-day workshop to show teachers how to integrate the program within their social studies or language arts curricula. Suggested interdisciplinary academic projects are part of each unit. Many lessons get students to think about how to apply character traits to improve academic performance. In addition, throughout the program, students learn about career options and the skills they will need to pursue those careers through an ongoing speaker series.

EVALUATION RESULTS

CASEL received no evaluation studies meeting our research design criteria: use of pre/post measures, comparison group, and measures of behavioral outcomes.

SCHOOL-WIDE, FAMILY, AND COMMUNITY INVOLVEMENT

- School-wide coordination via peer mediation and peer tutoring programs, and staff and administrator training
- Family involvement promoted through interactive homework assignments and volunteer participation of parents
- Community members are guest speakers and provide assistance with implementing ongoing volunteer opportunities for students

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORTS

Professional development:

- Optional one-day on-site workshop ($950 plus trainer expenses per group)
- On-site follow-up support services ($950 per day), including consultation on program planning, implementation, and evaluation

Implementation tools:

- Program offers evaluation tools for schools to use in assessing program impacts

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PROGRAM MATERIALS AND COST

- Teacher manual, parent materials (K-2), implementation guide, community involvement guide
- Sets of lessons for grades K-2, 3-5, and 6-8
- K-2 and 3-5 curricula available in Spanish
- Cost per 25 students: $95

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